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ABSTRACT

This publication, resulting from a survey of more than 2,000 school districts, focuses on school violence and ways to prevent it. Section 1 discusses both the problem of school violence and also the critical role that school boards must play in keeping schools safe. This section also includes information about how school boards can develop policies to combat school violence and information on how boards can obtain sample policies to use as models. Section 2 includes brief descriptions of the more than 700 violence prevention programs used by school districts. These prevention tips are organized into 30 categories (e.g., closed campus for lunch, dress code, gun-free school zones, metal detectors, staff development). Each tip includes: (1) a 15-40 word description of the specific program or activity, based on information provided by the school district; (2) whether the school district is located in an urban, suburban, or rural area; and (3) a contact person and telephone number, if one was provided. Section 3 includes basic information on the school districts that participated in the survey. Districts are listed alphabetically by state. Information in this section, all provided by the school districts, includes the school district name, mailing address, and other pertinent information such as district size and type. The third section also serves as an index to section 2, listing the page numbers on which violence prevention measures from that district appear. (GLR)

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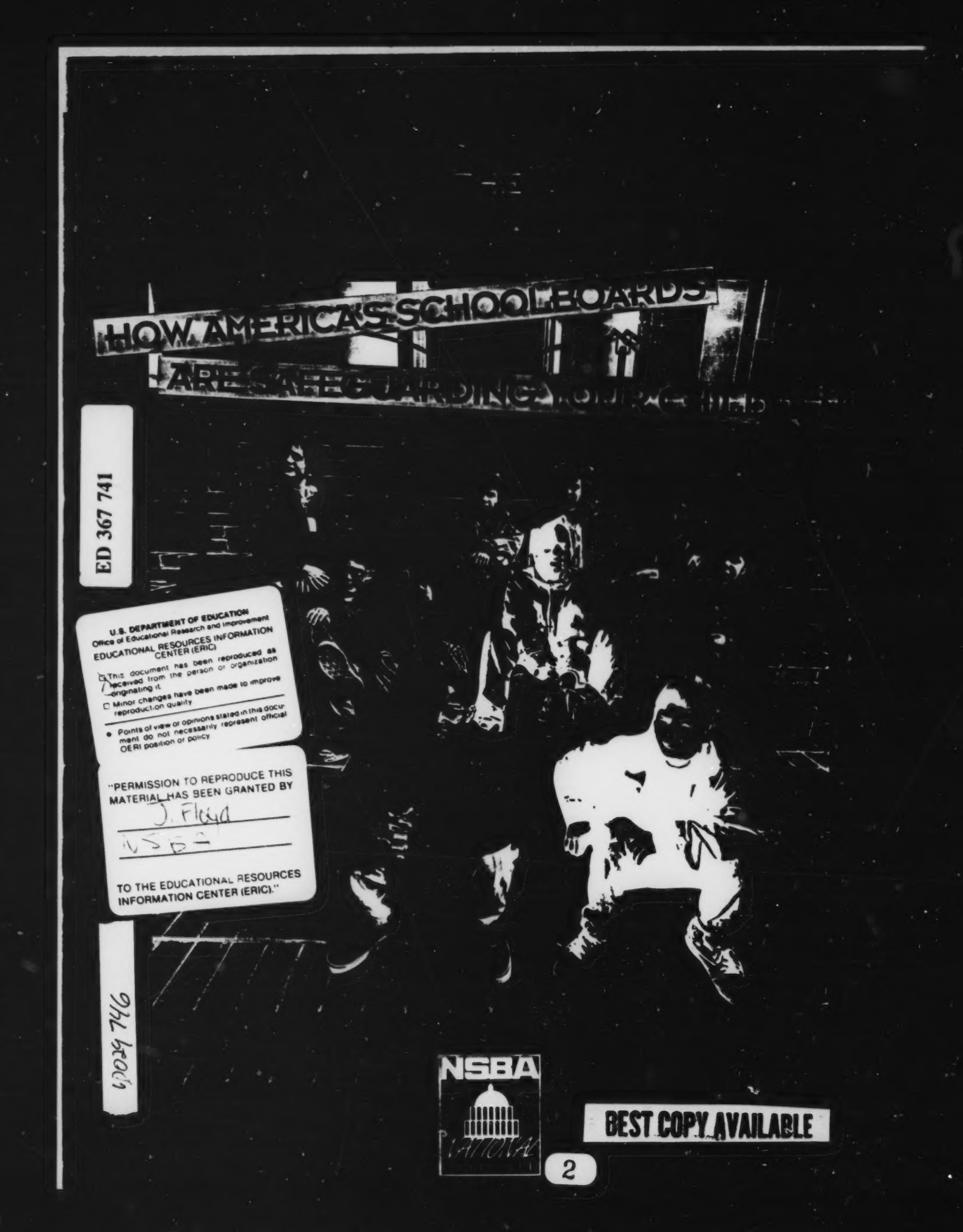

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about NSBA...

The National School Boards Association is the nationwide advocacy organization for public school governance. NSBA's mission is to foster excellence and equity in public elementary and secondary education in the United States through local school board leadership. NSBA achieves its mission by amplifying the influence of school boards across the country in all public forums relevant to federal and national education issues, by representing the school board perspective before federal government agencies and with national organizations that affect education, and by providing vital information and services to Federation Members and school boards throughout the nation.

NSBA advocates local school boards as the ultimate expression of the unique American institution of representative governance of public school districts. NSBA supports the capacity of each school board — acting on behalf of and in close concert with the people of its community — to envision the future of education in its community, to establish a structure and environment that allow all students to reach their maximum potential, to provide accountability for the people of its community on performance in the schools, and to serve as the key community advocate for children and youth and their public schools.

Founded in 1940, NSBA is a not-for-profit federation of state associations of school boards across the United States and the school boards of Hawaii, the District of Columbia, the U.S. Virgin Islands, and the Commonwealth of Puerto Rico. NSBA represents the nation's 95,000 school board members. These board members govern 15,173 local school districts that serve more than 40 million public school students — approximately 90 percent of all elementary and secondary school students in the nation. Virtually all school board members are elected; the remainder are appointed by elected officials.

NSBA policy is determined by a 150-member Delegate Assembly of local school board members from throughout the nation. The 24-member Board of Directors translates this policy into action. Programs and services are administered by the NSBA Executive Director, assisted by a professional staff. NSBA is located in metropolitan Washington, D.C.

NSBA PROGRAMS AND SERVICES

- **National Affiliate Program** — enables school boards to work with their state association and NSBA to identify and influence federal and national trends and issues affecting public school governance.
- **Council of Urban Boards of Education** — serves the governance needs of urban school boards.
- **Large District Forum** — serves the governance needs of large but non-urban boards.
- **Rural and Small District Forum** — serves the governance needs of rural and small enrollment districts.
- **Federal Relations Network** — school board members from each Congressional district actively participate in NSBA's federal and national advocacy efforts.
- **Federal Policy Coordinators Network** — focuses on the administration of federally funded programs.
- **Award Winning Publications** — *The American School Board Journal, The Executive Educator, School Board News*, and special substantive reports on public school governance throughout the year.
- **Institute for the Transfer of Technology to Education** and **Technology Leadership Network** — advances public education through best uses of technology in the classroom and school district operations.
- **Council of School Attorneys** — focuses on school law issues and services to school board attorneys.
- **Annual Convention and Exposition** — the nation's largest policy and training conference for local education officials on national and federal issues affecting the public schools in the United States.
- **National Education Policy Network** — provides the latest policy information nationwide and a framework for public governance through written policies.
- **Training/Development and Clearinghouse Information** — for the policy leadership of state school boards associations and local school boards.

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VIOLENCE IN THE SCHOOLS

HOW AMERICA'S SCHOOL BOARDS ARE SAFEGUARDING OUR CHILDREN

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NSBA Best Practices Series, 1993

Violence in the Schools

How America's School Boards Are Safeguarding Our Children

ISBN 0-88364-180-1

Foreword

Children cannot learn if their schools are not safe. Yet a growing number of school districts are being forced to take action to protect their students and teachers while they are in school. This publication, Violence in the Schools: How America's School Boards are Safeguarding Our Children, describes both why school boards are concerned about school violence . . . and, even more important, what they are doing about it.

This publication, and the study on which it is based, were sponsored by NSBA's National Affiliate program on behalf of local school district subscribers. It is the only national survey to ask school districts about the steps they are taking to make schools safer and to prevent violence.

This publication is the fourth in a series outlining the "Best Practices" in school districts. The National Affiliate program includes the Council of Urban Boards of Education (CUBE), the Large District Forum (LDF), and the Rural and Small District Forum (RSDF). In addition to the "Best Practices" series, the National Affiliate program—in partnership with many state associations across the nation—provides numerous services designed to improve American education, including conferences and publications.

The information in this resource directory is based on a survey of National Affiliate districts as well as members of NSBA's Federal Relations Network, the Council of Urban Boards of Education, and members of the National Affiliate Advocacy Network. It has been organized to provide local school board members with ready access to information about how other school districts are responding to the epidemic of violence.

Local boards and their state associations may also wish to use this publication for advocacy at the local, state, and national levels and with the media. School violence is not a problem confined to one area of the country, nor is it the exclusive problem of one type of district. Everyone will benefit from programs that can make schools safer.

Even one of these tips may make your district's schools safer. We hope that Violence in the Schools: How America's School Boards Are Safeguarding Our Children will help all school boards as they endeavor to create a safe learning environment for all children.

Sincerely,

William M. Soult
President

Sincerely,

Thomas A. Shannon
Executive Director

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HOW AMERICA'S SCHOOL BOARDS ARE SAFEGUARDING OUR CHILDREN

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How to Use This Directory

This publication focuses on school violence and ways to prevent it. Section I discusses both the problem of school violence and also the critical role that school boards must play in keeping schools safe. The information in this section was taken from a National School Boards Association (NSBA) survey of school districts. Section I also includes information about how school boards can develop policies to combat school violence and information on how boards can obtain sample policies to use as models.

Section II includes brief descriptions of the many ways school districts are addressing the problem of violence. The tips are organized into 30 categories:

Alternative programs or schools
Closed campus for lunch
Closed-circuit TV
Collaboration with other agencies
Conflict resolution/mediation training/peer mediation
Dress Code
Drug-detecting dogs
Establishing "safe havens" for students
Expulsion
Gun-free school zones
Home-school linkages
Law-related education programs
Locker searches
Mentoring programs
Metal detectors
Multicultural sensitivity training
Parent skill training
Phones in classrooms
School board policy
Search and seizure
Security personnel in schools
Specialized curriculum
Staff development
Student conduct/discipline code
Student photo ID system
Support groups
Suspension
Volunteer parent patrols
Work opportunities
Other

Each tip includes:

- A brief description of the specific program or activity, based on information provided by the school district
- Whether the school district is located in an urban, suburban, or rural area, if this information was provided
- A contact person and telephone number, if one was provided.

Section III includes basic information on the school districts that participated in the survey. Districts are listed alphabetically, by state. Information in this section, all provided by the school districts responding, includes the school district name, mailing address, and other pertinent information, including district size and type. Section III also serves as an index to Section II, listing the page numbers on which violence prevention measures from that district appear.

Thus, districts who want to learn what other school districts in their state are doing to safeguard their students and teachers can turn to Section III for the listing of districts in their state included in this publication, and then find the appropriate references in Section II. Districts can also use Section III to identify districts of similar size, again turning to Section II to see how these districts have addressed specific issues.

Another important way for local boards to use this publication is for advocacy at the local, state, and national levels. The problem of youth violence is not exclusively a school problem, and schools cannot deal with the issue by themselves. Support from all levels of government is critical to ensure the safety of our nation's children.

Violence also makes headlines—in daily newspapers and on the local evening news. This publication can be used to show the media what your school district and other school districts across the country are doing to address the growing violence problem. Giving the local media a summary of the survey's results and a brief explanation of steps you are taking to make the schools safer can generate positive news stories and help create a better climate for your advocacy efforts.

Given space limitations, individual program descriptions are necessarily brief. For more information on how effective a particular program <u>really</u> was in preventing violence, telephone the contact person listed in Section II.

Section I - The Epidemic of Violence in the Schools

There is an epidemic of violence in this country. Consider these facts:

- Firearms are the leading cause of death for African American males aged 15 - 24. They are the second-leading cause of death for all American teens.
- About 10 percent of all youth (aged 10 to 19) say that they have fired a gun at someone or have been shot at.
- One-fourth of all suspensions from school nationally were for violent incidents committed by elementary school students.
- About 135,000 guns are brought into schools every day.
- About three million crimes occur on or near school property each year.
- There were 2,555 juvenile homicides in 1990. By the year 2000, it is estimated that there will be 8,000.
- Sixty-three percent of incidents involving guns on school property involved high school students; 24 percent involved junior high school students; 12 percent involved elementary students; and 1 percent involved preschoolers.[1]
- One out of five weapons arrests in 1991 was a juvenile arrest.
- Between 1987 and 1991, juvenile arrests for weapons violations increased 62 percent.
- Juvenile arrests for murder increased by 85 percent between 1987 and 1991.
- Three of every 10 juvenile murder arrests involved a victim under the age of 18 in 1991.[2]

In this climate, it is not surprising to find that more than four out of five of all school districts—from urban, suburban, and rural areas—responding to a National School Boards Association (NSBA) survey believe that the problem of school violence is worse than it was five years ago—and that 35 percent of respondents believe that school violence has increased significantly.

The responses came as part of a study launched by NSBA to determine the extent of the problem of school violence . . . and to learn what school districts are doing to make schools safer. NSBA surveyed the more than 2,000 National Affiliate school districts as well as members of NSBA's Federal Relations Network, the Council of Urban Boards of Education, and members of the National Affiliate Advocacy Network.

The questionnaire asked districts about the extent to which violence was a problem in their school district, the types of violence their district had experienced, as well as their opinions of the causes of school violence. It also asked districts to highlight efforts they have taken to address the problem and to discuss activities that were not successful.

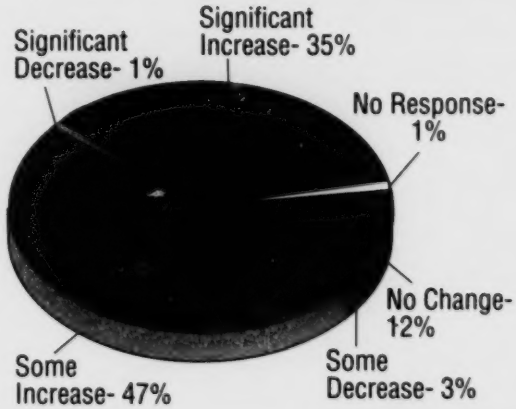
The results of that survey are collected in Violence in the Schools: How America's School Boards Are Safeguarding Our Children.

THE VIOLENCE EPIDEMIC REACHES AMERICA'S SCHOOLS

In response to the question, "In your opinion, has student violence in the last five years increased significantly, increased somewhat, decreased somewhat, decreased significantly, or has there been no change?" responses were as follows:

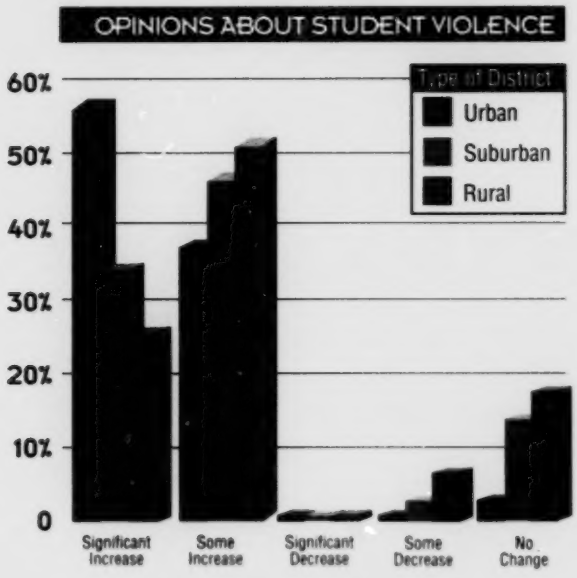
Increased significantly	**35%**
Increased somewhat	**47%**
Decreased somewhat	**3%**
Decreased significantly	**1%**
No change	**12%**
No answer	**1%**

OPINIONS ABOUT STUDENT VIOLENCE



* Percentages are rounded

Those responses were true in all sections of the country and in all types of school districts. The percentage of urban districts that believe violence has increased significantly in the past five years (56 percent) is greater than either the percentage of suburban (34 percent) or rural districts (24 percent). But rural (52 percent) and suburban (48 percent) districts led urban districts (39 percent) in reporting that violence has increased "somewhat." Clearly, violence is not confined to urban schools, but is increasing in rural and suburban schools as well.



The concern about school violence reflected by the responses of the policymakers who completed NSBA's survey is not new. The National Education Goals, adopted in 1990, also reflected a concern for school safety. Goal Six states, "By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning."

When National Education Goals were first established, most of the emphasis on Goal Six focused on drug prevention programs. Yet in the past several years, school boards and other education policymakers have become increasingly concerned about school violence. Statistics from the U.S. Education Department show that one high school student in five carries a weapon to school regularly. Among high school seniors, 16 percent say that they have been threatened by a weapon at school; 7 percent say that they have been injured by one.

NSBA's survey confirms that violence is a significant problem in many school districts. For example, 78 percent of the responding districts reported that they had experienced student assaults on students, making this type of violence the leading act of violence across all types of districts. In all, 93 percent of responding urban districts, 81 percent of responding suburban districts, and 69 percent of responding rural districts had experienced these assaults in the last year. Weapons in schools was the second most frequent type of violence reported by districts. Overall, 61 percent of districts, with 91 percent of urban districts, 61 percent of suburban districts, and 45 percent of rural districts reported this type of violence. Sixty percent of responding urban districts reported student assaults on teachers, and 58 percent of urban districts have experienced some type of gang violence in their schools during the past year.

But it is not just the number of violent incidents that is on the increase. Survey respondents also indicated that the incidents themselves are becoming more serious. For example, among responding urban districts, 39 percent had experienced a shooting or knifing in school. Twenty-three percent reported a drive-by shooting in their district. And 15 percent reported at least one rape in their schools in the previous year. One respondent noted, "There is no change in the number of our violent incidents. But the degree of violence has increased."

The growing incidence of school violence can have serious educational consequences. As Kenneth Trump, coordinator of the Youth Gang Unit for the Cleveland Public Schools, pointed out in a recent issue of Updating School Board Policies:

> *Besides the obvious physical harm caused by assaults and fights, the psychological impact to both staff and students can be damaging. Students who are victims of school crimes or who perceive the school environment to be unsafe may not attend regularly and may not adequately concentrate on classwork when they do attend. Teachers are not able to focus their efforts on instruction if they are preoccupied with disruptions and altercations. Additionally, prolonged work in such environments is likely to further teacher stress and reduce their overall classroom effectiveness.*

Comments from survey respondents indicate the importance school districts place on curbing school violence. One respondent, Connie Caruthers, a teacher in the Americus (GA) City Schools, observed, "Violence continues to be the most complex, troubling issue we deal with daily. It appears to be difficult to resolve". Another respondent pointed out, "Violence is a relative

term in various types of school districts. Any violence is serious and action must be taken to create a safe environment."

A key finding that emerged from the NSBA study is that school violence is not just a school problem. Rather, what happens inside school reflects what is happening in the surrounding community. Students typically do not buy weapons in school. They do not see violent television programs in school. And the other conditions that may contribute to violence—including a variety of social and economic issues—cannot be solved by schools alone. Typical of these responses is this comment by Donald Henne, the Director of Student Services for Arlington Heights High School Township District 214 in Illinois: "Violence is not just a school problem."

THE IMPORTANCE OF FAMILIES

Violence is a problem that begins at home. That's the conclusion of nearly all the specialists who have examined the problem of societal violence. It's also one of the major findings of the NSBA survey.

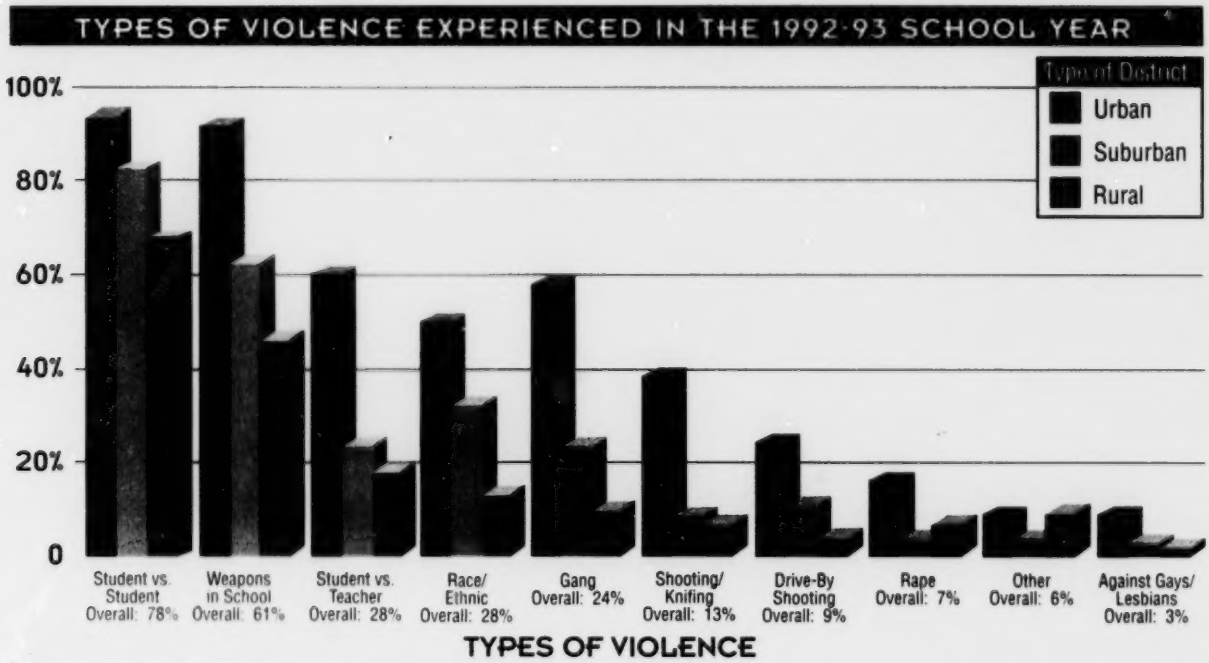
When asked to identify the primary causes of the increase in violence, 77 percent of all respondents noted "changing family situations." This cause of violence led the list among urban (84 percent), suburban (77 percent), and rural districts (73 percent).

Several respondents also noted specific changes in families that they believe have led to increased violence. These included:

- An increasingly inhumane society—children without loving care; children and families in poverty with no hope; children raised in violence, abuse, and addiction.
- Lack of parental caring and supervision in well-to-do families
- Lack of discipline on the part of parents—parents fear their kids
- Lack of parental concern regarding student behavior and student whereabouts
- Parents not supervising their children
- Poor family discipline
- Lack of connectedness with extended family
- The elderly assuming the responsibility for raising, educating, and disciplining children
- Lack of a clear and consistent disciplinary response society-wide—at home, at school, and in the courts
- Students do not have skills in resolving conflicts in a nonviolent way

The school leaders who responded to the NSBA survey are not alone in laying much of the blame for today's youth violence on the doorsteps of their families. Deborah Prothrow-Stith, a physician and public health official, suggests in her book Deadly Consequences that "if all the children born in America learned at home how to manage anger and aggression non-violently, our homicide and assault rates would decline by 50 percent—maybe even 75 percent."

She points out that although parents rarely put guns in their children's hands and send them out to kill



someone, the actions of many inevitably lead to that result:

> *The destructive lessons parents teach when they are physically and psychologically abusive to their children and when they allow their children to be physically and psychologically abusive to others, in conjunction with our society's glorification of violence, the ready availability of guns, and the drug culture are an explosive combination that set our children up to be the perpetrators and the victims of violence.*

Given the critical importance of the family in preventing violence, many school districts noted programs that are designed to reach out to families. The Alexandria, Virginia, schools, for example, offer parenting classes and other types of parent education to help reduce the incidence of family violence. "Domestic violence is a fact of life for many children," notes school board chair Angie Godfrey.

Another approach to parent skill training was described by the Wicomico, Maryland, County Schools. Through an innovative school/business partnership, the district offers parent training in the workplace, where parents are free of the usual constraints of babysitting, transportation, and after-work conflicts.

Other districts have established programs that help families better deal with the challenges they face. The Frankfort Independent School District in Kentucky, for example, has established a Family Resource Center that links families with social service agencies. A staff member at the center also provides mental health counseling for families who need it.

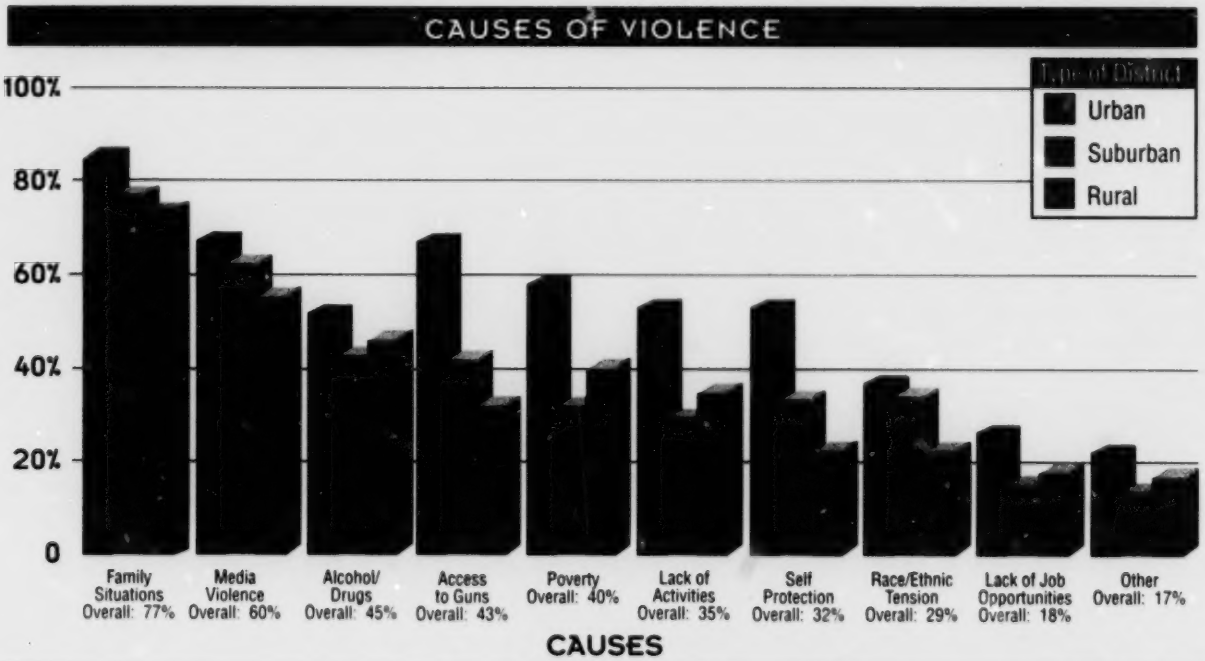
The Fairfax County, Virginia, schools have instituted a new program to encourage parents of chronically disruptive students to take responsibility for their children's behavior. Students who have repeated suspensions will now attend a three-day suspension intervention program. Parents will be required to participate with their children during part of the program.

Many of the respondents to the survey noted their belief that schools could not solve the problem of violence by themselves. "Schools have the obligation to maintain acceptable standards, but discipline infractions must be resolved from a premise of family support." Alvin S. Barlow, Superintendent, Colorado City Unified School District 14, Arizona (R). "I believe when parents face their responsibility as parents, things will improve," noted one Kansas respondent.

OTHER CAUSES OF VIOLENCE

The NSBA survey identified a number of other factors that school leaders believe have led to the increase in youth violence. These included:

The concern over televised violence is so great that a number of national organizations, including NSBA, have joined the Citizens Task Force on TV Violence. In an era when some children spend as many hours with Beavis and Butthead as they do with Mom and Dad, efforts to limit the amount of violence on television seem



especially appropriate. "Violence on TV has become overpowering," one respondent wrote.

Several respondents also noted that the "acceptance of violence as an appropriate means of responding to frustration" was a major cause of violence. They cited violent lyrics in rock and rap songs as another way in which young people are socialized to accept violence as a natural part of life.

Given the complex causes of school violence—many of them beyond the control of schools—it is important to emphasize that the problem of school violence cannot be solved by schools working alone. Rather, it will require intensive efforts by the entire community to reduce the epidemic of violence in our nation's schools.

PREVENTIVE MEASURES

William Modzeleski, who coordinates the anti-violence efforts of the U.S. Department of Education, points out that there are no easy answers to the problem of school violence. "There is no one program, no silver bullet, so that you can get one program up and say, 'Here it is—if you put this program in your school, you are going to resolve violence.' [The schools] are going to have to work with families and the communities."

As Section II of this publication reflects, schools have not focused their efforts in preventing violence on a single area. School districts have tried everything from suspending students (78 percent of all responding districts) to establishing alternative schools or programs for disruptive students (66 percent of responding districts) to installing closed-circuit television, especially on school buses (11 percent). They have trained staff members (62 percent) and asked for volunteer parent security patrols (13 percent). The complete listing is shown at right.

Suspension was mentioned most frequently as a response to school violence, with 78 percent of responding districts reporting that they use this approach. Districts differ on whether they use in-school suspension, out-of-school suspension, or a combination of both. At least five districts reported that students may be asked to serve a suspension after school or on Saturday.

As districts make changes in their suspension program, they are often looking for ways to maintain its impact as a punishment . . . or a deterrent. Those who prefer in-school suspension, for example, often cite the typical experience of a student who spends

HOW SCHOOL DISTRICTS ARE RESPONDING

	Overall	Urban	Suburban	Rural
Suspension	78%	85%	78%	75%
Student conduct/ discipline code	76%	87%	79%	70%
Collaboration with other agencies	73%	93%	73%	62%
Expulsion	72%	85%	68%	70%
School Board policy	71%	76%	69%	71%
Alternative programs or schools	66%	85%	66%	57%
Staff development	62%	74%	66%	52%
Conflict resolution/mediation training/peer mediation	61%	82%	63%	49%
Locker searches	50%	64%	43%	49%
Closed campus for lunch	44%	46%	48%	37%
Mentoring programs	43%	65%	44%	31%
Home-school linkages	42%	55%	45%	32%
Dress code	41%	52%	42%	33%
Law related education programs	39%	57%	36%	33%
Multicultural sensitivity training	39%	62%	49%	18%
Parent skill training	38%	51%	39%	28%
Search and seizure	36%	51%	35%	28%
Security personnel in schools	36%	65%	40%	18%
Support Groups	36%	47%	37%	28%
Student photo ID system	32%	41%	39%	20%
Gun-free school zones	31%	46%	26%	26%
Specialized Curriculum	27%	48%	25%	18%
Drug-detecting dogs	24%	27%	18%	27%
Work opportunities	23%	34%	21%	19%
Phones in classrooms	22%	31%	21%	16%
Metal detectors	15%	39%	10%	6%
Volunteer parent patrols	13%	17%	14%	8%
Other	13%	16%	15%	11%
Closed-circuit TV	11%	19%	8%	8%
Establishing "safe havens" for students	10%	16%	9%	6%

DEVELOPING DISTRICT POLICIES ON VIOLENCE

Policy is the school board's statement of intent and an expression of the school district's goals in providing the best possible learning opportunities for the community's children. Policy is the school board's recognition of an emerging or existing issue, a guide to action and, with its accompanying administrative regulations, a strategy for anticipating and solving problems. Ideally, policy acts as a preventive measure and should be in place before the relevant issue arises.

Recognition of the existence of (or the potential for) any problem is the first step toward prevention. Like all policies, those that deal with school violence require some basic elements:

- First and foremost, policies state the school board's position. An example for an existing policy: The school board recognizes that there are certain behaviors that, if tolerated, would quickly destroy the type of learning environment to which the students and staff of the district are entitled. These behaviors, categorized as violent and aggressive, will not be tolerated and shall result in immediate action being taken by the district.
- Policies identify the components of the issue. In the case of violent and/or aggressive behavior, the policy needs to spell out those behaviors that are to be included, define the terms used (What is a weapon? What constitutes aggressive behavior?), and explain what will happen as a result of violating the policy. As an example, specific behaviors might include: possession, threat with, or use of a weapon; physical assault; verbal assault; intimidation; extortion; bullying; gang membership; stalking; defiance; racial, ethnic, or sexual slurs.
- Policies represent a plan. Your school board's plan for prevention of school violence should include policies regarding searches and seizures, cooperative agreements with law enforcement agencies, discipline, training for the school staff in how to deal with a variety of emergencies. Training in recognizing and responding to danger signals, good communication systems, and clear understanding of each person's responsibility in a crisis are vital.

School board members may want to ask themselves the following questions as they consider school violence prevention policies:

- Is the content of the policy within the scope of the board's authority?
- Is it consistent with local, state, and federal laws? Have legal references been included?
- Does it support the school district's goals or objectives?
- Does it reflect good educational practice?
- Is it reasonable? (Are any requirements or prohibitions arbitrary or discriminatory?)
- Does it adequately cover the issue?
- Is it limited to one policy topic?
- Is it cross-referenced to other relevant policy topics?
- Is it consistent with the board's existing policies?
- Can it be administered? Is it practical in terms of administrative enforcement and budget?

In the final analysis, sound policy development is a school district's best prevention and control mechanism. Samples of violence prevention/control policies in effect in school districts throughout the country are available from the National School Boards Association's Policy Information Clearinghouse.

one or more days at home. "Allowing a kid to sleep late, watch television, and spend a day unsupervised is hardly a punishment for most students," one survey respondent noted.

Yet other school districts have had the opposite reaction from students. The Johnson Creek (WI) Public Schools recently changed from a policy of all in-school suspensions to one that also assigns some out-of-school suspensions. "The kids hate it." the district reports.

Unfortunately, for many districts, neither in-school nor out-of-school suspension is effective in reaching the most disruptive students. "Suspensions do not work. Students don't care whether they are suspended or not," one survey respondent noted."

CHANGES IN SCHOOL BOARD POLICY

The second most frequent response to school violence has been to stiffen the student code of conduct or school board discipline policies. For example, a number of districts, including St. Johns County, Florida, have instituted a "zero-tolerance" policy for weapons possession. Other districts have also instituted policies to deal with the causes of violence. Poudre School District R-1 (CO) notes that it has zero tolerance for both weapons possession and discrimination.

It is, of course, not enough to adopt tough policies. School boards must then be committed to enforcing them. Only when school boards, school administrators, parents, and students all work together can efforts to reduce school violence be most effective.

BUILDING ADAPTATIONS

Many school districts are making changes to their facilities to make them safer. For example, 44 percent of responding school districts (46 percent of urban districts and 48 percent of suburban districts) have closed campuses for lunch period. The Sunnyside Unified School District 12 in Tucson, Arizona, responded to a drive-by shooting at one of its schools by erecting an 8-foot fence around the perimeter of each campus. Gates were installed at the entrance to parking lots and are kept closed during the school day.

The San Diego, California, schools have recently removed all lockers from secondary schools. Although this action was taken to reduce the availability of "contraband and weapons," says Alex Rascon, the district's director of police services, the district has also seen a reduction in a variety of other negative student behaviors, ranging from class tardiness to vandalism to hate crimes.

Although only 15 percent of districts nationwide reported installing metal detectors, a much larger number of urban districts—39 percent—reported taking this step to respond to school violence. But not everyone agrees that these measures are the best way to respond to school violence. Tim Shriver, supervisor of the New Haven (CT) school district's social development department, recently told the National Journal:

I am not a fan of metal detectors. They make our kids look bad. They cast a shadow over the quality, the potential, the competency, the youthful optimism that kids have. I think schools have to be places that promote the positive in children. Metal detectors give evidence of failure and weakness.

Furthermore, while metal detectors may limit the numbers of weapons in school, they can do nothing to make the neighborhoods in which students live safer. After the Los Angeles Unified School District installed metal detectors, the American Civil Liberties Union conducted a series of meetings on school safety with students, community groups, and others.

"The students told us they weren't concerned about their safety in school," said Allan Parachini, the ACLU chapter's public affairs director. "They were concerned about their safety going to or coming from school."

TEACHING STUDENTS TO AVOID VIOLENCE

Many school districts are looking for ways to teach students to curb their violent impulses before they act on them. From teaching values to initiating peer mediation programs, many of these new approaches focus on what might be called the positive aspect of violence prevention.

Sixty percent of the districts that responded to the NSBA survey noted that they have initiated some form of conflict resolution, mediation training, or peer mediation. The Oakland, California, school district has trained all elementary school staffs in conflict resolution. At the high school level, recent graduates have been hired to set up conflict resolution teams. The district believes this approach has reduced the incidence of violence.

In Orange County, Florida, the S.A.F.E. program (Student Assistance and Family Empowerment) includes conflict resolution, peer mediation programs, and support groups. Five students per grade level are selected to take part in a three-day intensive training session. They are then able to offer mediation for students and conflict prevention programs for the student body.

In Philadelphia, violence prevention efforts have focused on elementary school recess. The focus is on planned activity to minimize fighting and on training "peace seekers" to surround potential fights and stop them.

Other districts are using their curriculum to help reduce violence. For example, the New York City public schools have instituted a program known as Straight Talk About Risks (STAR), which is designed to prevent children from becoming victims and perpetrators of gun violence. This comprehensive school program teaches students the protective skills needed to avoid threatening situations with guns. These skills include recognizing danger, critical thinking, decision making, refusal skills to combat negative peer pressure, and conflict resolution. The STAR program helps students develop nonviolent, positive attitudes toward themselves, their peers, and their communities.

Every school in Dayton, Ohio, will include elements of a character education program. Character traits that the school board has decided to foster include honesty, responsibility, courage, helpfulness, independence, loyalty, cooperation, and imagination.

At this point, there have been few studies to evaluate the effectiveness of any of the curriculum-based violence prevention efforts. The U.S. Department of Justice and the Department of Health and Human Services have begun various evaluations of anti-violence programs, but the results will not be known for at least five years.

Still, many educators believe that programs like these hold out real promise in reducing school violence. "We believe that prevention should be the best first defense. Counselors and other student services personnel and curriculum directors may want to establish training plans for students and faculty on conflict resolution. Our belief is that if individuals will communicate feelings and concerns, solutions may be reached before violence erupts," one survey respondent noted.

NEW AND DIFFERENT STAFFING REQUIREMENTS

To make schools safer, many school districts have added or increased the number of security personnel in schools. Survey results showed that 36 percent of responding districts have taken this step. In some cases, as in Duval County, Florida, the local police department assigns officers to schools. In other cases, for example, Denver, Colorado, the school district has its own security department.

The Broward County, Florida, school district has hired one staff member as a Youth Gang Prevention liaison.

He provides up-to-date information related to local gang activities for students, parents, and school staff. He also teaches alternatives and effective gang resistance strategies in small group sessions.

A "greeters" program in St. Paul, Minnesota, provides an adult presence in the hallways and around the school grounds during school hours. Although the greeters provide a welcoming atmosphere in the school buildings, they also help control access to the building by outsiders.

Cooperation between the Spokane, Washington, police department and the school system has become even closer since the city began emphasizing community policing. Today, one of the city's police officers actually has an office in a school. Two other officers have their offices in community centers near neighborhood schools, but are often seen in the hallways and on the school grounds.

In Wichita, Kansas, the district has for several years employed violence prevention specialists. The five specialists are responsible for intervening in situations of anticipated or known violence in schools. They may consult with principals, teachers, or students; teach a violence prevention curriculum; meet with gang groups; or work with local law enforcement officials. The specialists also conduct conflict resolution workshops with rival gang members to promote peacemaking and deter drug-related violence, drug use, and selling drugs on school campuses. The program began two years ago with two specialists; today, there are five. "The program has grown fast and continues to be in great demand," says Jane Richards, specialist-in-charge for the office of substance abuse and violence prevention and intervention for the Wichita Public Schools.

COMMUNICATION: A KEY

Communication is a vital tool in reducing school violence. Giving students, parents, teachers, and community members accurate and timely information about how the school district will respond to violence—or how it has responded once an incident occurs—is critical to maintaining public trust.

Kent Reynolds, superintendent of the Crawford Ausable Schools in Michigan noted, "In a rural setting with 530 square miles and 2,200 students, our public thinks 'It can't happen here.' Thus when violent acts occur, the potential is there for them to be blown out of proportion." As a result, the district makes special efforts to communicate accurately with school board members and the news media.

The Peoria Unified School District (AZ) developed a multi-media campaign designed to keep guns out of the hands of children. Brochures, posters, and mailings were developed to tell adults how to lock up their guns. The district will also produce a video for students in grades 7-12 about the dangers and consequences of weapons.

A COMPREHENSIVE APPROACH

The problem of youth violence is multi-faceted. For that reason alone, school districts must look for comprehensive programs to keep schools safe—or work with other agencies that provide needed support to students and their families.

The Savannah-Chatham, Georgia, Public Schools convened a Safe School Climate Action Team that consisted of elected and appointed officials, the chiefs of police for the city and the county, and representatives of the school system. The group has developed an Action Plan for a Safe School Climate that spells out key school board policies that are necessary to keep schools safe, outlines how the district's discipline policy will be communicated to students and parents, and details preventive measures to reduce the incidence of school violence.

Another example of a comprehensive approach to violence prevention is found in Hillsborough County, Florida. This urban school system sponsors a program called ALERT—Attentive to Learning Environment and Responsible Teamwork. Each building develops its own ALERT program, but the goal is to create a multi-faceted response to school violence.

A brochure on ALERT notes classroom activities, guidance activities, and schoolwide activities that may be part of a school's violence-prevention program. Student incentives, administrative practices, and teacher training are also outlined. Some respondents to the survey suggested that districts that create and publicize a comprehensive school violence plan may be reducing the need to put it into action. As John Helfrich, superintendent of the Kenmore-Town of Tonawanda (NY) schools noted, "The fact there is a plan and people know there is one is preventive in and of itself!"

It's also important to involve other agencies in the problem of youth violence—from the police to juvenile courts to social services. As George Reilly, superintendent of the Groton, Connecticut, schools has pointed out:

If the problem of violence can be solved, it will take a two-pronged approach:

1) Prevention during the early years by providing humane services to all families and children

2) Punishment for offenders. American educators seem reluctant to punish violent teens, in the belief they are "troubled" and need "help." While this may be true, the help they need is a clear message that violence will not be allowed. By the time a 16-year-old shoots or stabs another living human being, they are not going to be helped by someone just talking to them.

> "Education has entered a time when employees of the public school districts are being held personally accountable for the handling of many of the crisis situations that occur during the school day. Educators are held accountable for the students' growth in knowledge as well as their physical and mental well-being."
>
> from the Galena Park, Texas, Crisis Management Plan

A COMPREHENSIVE LOOK AT THE AGENCIES INVOLVED IN SCHOOL VIOLENCE

	Overall	Urban	Suburban	Rural
Police agencies	90%	96%	89%	87%
Justice system	76%	83%	70%	77%
Social services	72%	79%	68%	71%
PTA and parent groups	64%	83%	72%	48%
Mental health	61%	64%	52%	66%
Youth Servinng Agencies	58%	77%	62%	44%
Health agencies	45%	55%	39%	44%
Churches	44%	57%	38%	42%
Business community	42%	61%	45%	28%
Recreation	39%	55%	42%	29%
State agencies	38%	48%	32%	37%
Adult mentors	36%	57%	37%	24%
Federal agencies	21%	35%	16%	18%
Universities	17%	35%	12%	11%
Housing Authority	13%	37%	5%	8%
Other	6%	6%	6%	6%

LEGISLATIVE SOLUTIONS

Even with all these programs, schools will still not be able to solve the problem of school violence alone. Legislative remedies at both the state and national level are needed. In developing programs, both Congress and state legislatures must recognize that adequate funding for these endeavors is necessary.

NSBA supports a number of federal legislative initiatives to deal with the issue of violence. It is clear that schools must coordinate with families and other child-serving agencies to deal with the epidemic of violence in the schools. Toward this end, NSBA has taken the lead on the Link Up for Learning Act as a critical component of the reauthorization of the Elementary and Secondary Education Act of 1965. This legislation would provide grants to local school districts working in conjunction with at least one other agency to improve coordination of services for youngsters in our schools.

A second federal initiative, the Safe Schools Act, would provide funding for a variety of violence prevention efforts. NSBA President William Soult noted, "The Clinton Administration's Safe Schools Act of 1993 will, if passed, be helpful to school districts because it would provide them with the flexibility to design their own programs to curb violence."

States are also taking action to reduce youth violence. In Colorado, state lawmakers recently banned guns for people under age 18. In North Carolina, a new state law allows parents to be charged if their children have guns in school.

MAKING SCHOOLS SAFER

Keeping schools safe is a priority for school boards across the country. The preceding examples are just a few of the more than 700 violence prevention programs described in Section II of Violence in the Schools: How America's School Boards Are Safeguarding Our Children. The wide variety of programs included in this publication demonstrate both the commitment of school boards to keeping schools safe . . . and the creativity they are employing in addressing this critical issue.

It is important to note that most schools are still safe places. As Madeline Kunin, Deputy Secretary of Education, recently testified in a Senate hearing:

Violence is not an everyday occurrence in most of our schools. We can provide our children with the skills necessary to cope with conflict, in the school or community, in a nonviolent manner. With hard work, outreach to the community, appropriate training, and provision of needed resources we can change the environment that is free of drugs, free of disruptive behavior, and free of violence.

[1] Harvard School of Public Health, Louis Harris Poll as cited in Education Week, August 4, 1993; and Centers for Disease Control, "The Battle Over Gun Control," as cited in Black Enterprise Magazine, July 1993. Compiled by the Center for Demographic Policy

[2] Sources: Office of Juvenile Justice and Delinquency Prevention, U.S. Justice Department; Federal Bureau of Investigation.

Section II: Project Descriptions

This section includes more than 750 specific descriptions of ways school districts are combatting the problem of school violence. The tips are organized into 30 categories:

Alternative programs or schools
Closed campus for lunch
Closed-circuit TV
Collaboration with other agencies
Conflict resolution/mediation training/peer mediation
Dress Code
Drug-detecting dogs
Establishing "safe havens" for students
Expulsion
Gun-free school zones
Home-school linkages
Law-related education programs
Locker searches
Mentoring programs
Metal detectors
Multicultural sensitivity training
Parent skill training
Phones in classrooms
School board policy
Search and seizure
Security personnel in schools
Specialized curriculum
Staff development
Student conduct/discipline code
Student photo ID system
Support groups
Suspension
Volunteer parent patrols
Work opportunities
Other

Within each category, school districts are listed alphabetically by state. Contact names and phone numbers, as well as whether the school district is rural, suburban, or urban, are included if they were provided by school districts. For additional information on school districts, such as school district address or enrollment, see Section III.

NOTE: It is sometimes difficult to determine how to categorize a particular violence prevention effort. A values education curriculum, for example, may have a parent involvement component. Interagency collaborations may also involve staff training.

In most cases, responding districts noted which categories they believed best described their efforts to reduce violence. This section reflects these local decisions.

ALTERNATIVE PROGRAMS OR SCHOOLS

• An alternative school serves not only students with discipline problems, but also students who need help for other reasons—for example, those who need guidance in working through a difficult period in life. The program helps students with academics; self-concept; dealing with anger; family life; relationships with teachers, peers, and school.

Vestavia Hills City Schools, Alabama (S)
Contact: Jim Jeffrey (205) 978-7319

• The REACH program is an alternative to expulsion. The off-campus site offers a program that includes conflict resolution, training, academics, and community service.

Anchorage SD, Alaska (U)
Contact: Bill Mell (907) 269-2212

• An alternative school caters to high-risk and pregnant teens. The staff collaborates with other agencies, including parole officers and job training coordinators. The school has a day care center. Public health nurses attend well baby clinics. Students must work or volunteer part time, and all parents must attend parenting classes.

Matanuska-Susitna Borough SD, Alaska (R)
Contact: Peter Burchell (907) 373-7775

• An alternative school runs from 3:00 to 7:00. Students who cannot function in the traditional school are enrolled.

Apache Junction USD 43, Arizona (R)
Contact: Mary Petroff (602) 982-1110 x. 318

• Students who have reached the age of 16 and who have either dropped out or have been dismissed from school can attend a new alternative school. Held at a site away from the high school, the alternative school holds students to a strict standard of behavior.

Globe USD, Arizona (R)
Contact: Richard Vierling (602) 425-3211

• This district created an alternative program that serves both elementary and secondary school students. The impact on the incidence of violence "has been significant," according to the director of the program. The number of fights has decreased. Days lost to suspension or expulsion are also reduced.

Van Buren SD, Arkansas (R)
Contact: Jerry Drinkwitz (501) 474-6838

We need opportunity programs for students age 14 and older.

—from the NSBA survey

• The district has "opportunity" classes for students in grades 7-9. These self-contained classrooms have a high guidance content. A community school is being developed for students in grades 5-8 as an alternative to expulsion.

Bellflower USD, California (S)
Contact: Joseph Stits (310) 866-9011 x. 3308

• The school district's Career Academy has six different alternative educational and career programs.

Corona-Norco USD, California (S)
Contact: Melanie Murphy Corwin (909) 736-3367

• An alternative high school is available to nontraditional learners aged 16 and older.

Adams County SD One, Colorado (S)
Contact: Cher Tufty (303) 288-6681

•The Main Street Alternative School serves students in grades 7 and 8 who are unsuccessful in the traditional school program.

St. Vrain Valley SD, Colorado (S)
Contact: Chris Rugg (303) 682-9377

• An alternative program includes new approaches for classroom teachers, new in-school programs, modified external programs, contracted services for extremely disruptive students, and a variety of support programs for students at risk of failure. The effort begins in elementary school, with a variety of organizational patterns (including a nongraded primary); additional counseling support; and development of special classrooms for severely at-risk students. In high school, students may be assigned to self-contained non-graded accelerated learning classes that focus on small group instruction, mentoring/tutoring, and computer assisted learning.

Christina SD, Delaware (S)
Contact: Tom Downs (302) 454-2411

• An ombudsman has been contracted to establish an alternative school. Computer assisted instruction will be the basis of the program.

Brevard County Public Schools, Florida (S)
Contact: Val Croskey (407) 631-1911

• The Alternative Learning Center is designed for students in grades 6-12 with excessive behavior problems. Students found selling drugs or possessing a weapon are usually expelled.

Lee County Schools, Florida (S)
Contact: Hal Springer (813) 334-4726

• New Directions Academy is an alternative school for students recommended for expulsion.

Orange County Schools, Florida (U)
Contact: Louise Wicks (407) 849-3200 x. 2523

• Elementary alternative education programs serve students with a history of disruptive behavior or who have committed an offense that warrants expulsion. The programs are located in separate facilities.

Polk County Schools, Florida (S)
Contact: N/A

• A community partnership provides a night school program for students who are committed and awaiting residential placement or who are on community control. The services are provided through a cooperative agreement with the private industry council, a hospital, an adolescent treatment center, and the sheriff's department.

Volusia County Schools, Florida (S)
Contact: Michael A. Osborne (904) 255-3201

• The city and county school systems joined together to create an alternative high school that serves students aged 18 or older who have experienced academic or disciplinary problems. The school emphasizes one-on-one attention and a strong counseling component.

Americus City Schools, Georgia (R)
Contact: Connie Caruthers (912) 924-6045

Also mentioned by
Shawnee Public Schools, Oklahoma (S)
Contact: Terry LaValley (phone N/A)

• The Second Chance Program is an alternative program for the most serious offenders of school board rules and criminal laws. It is designed to give students the skills to work and socialize with other students and adults.

Fulton County Schools, Georgia (U)
Contact: Wanda Daniel (404) 763-6790

• An alternative school serving middle and high school students with drugs, weapons, or other discipline policy violations operates from 3:00 p.m. until 10:00 p.m. four days a week.

Gwinnett County Public Schools, Georgia (S)
Contact: Robert Campbell (404) 416-8927

• The Second Chance program is an alternative evening program. Students who might otherwise have been expelled can earn academic credit for one semester in a different setting while behavior modification strategies are employed to address the reasons for the placement.

Proviso Township High Schools, Illinois (S)
Contact: David Holmes (708) 449-6400

• A county-wide alternative school has been established.

Maconaquah School Corporation, Indiana (R)
Contact: Ron Wilson (317) 689-9131

• The Midtown Education Center was established for students who are unable to function in the structure of a regular school setting. The school offers a core curriculum in language arts, math, science, and social studies and is based on a mastery learning delivery system. Scheduling is flexible to accommodate student needs, learning styles, and learning rates.

Emporia USD 253, Kansas (R)
Contact: George Abel (316) 341-2211

• Project Turn Around The Classroom will be a late afternoon/evening program for out-of-school black youth. The emphasis will be on helping these young people obtain a GED.

Geary County USD 475, Kansas (R)
Contact: Larry Dixon (913) 238-6184

• Three teachers and a paraprofessional are assigned to an alternative middle school. Students may only be assigned to this program when all other in-school options have been tried and have failed. Transportation is provided, attendance is required, and conflict resolution is part of the curriculum. Enrollment is limited to 36 students.

Topeka Schools USD 501, Kansas (U)
Contact: James Dodge (913) 272-3811

• Students with repeated violations are assigned to an alternative classroom. This self-contained classroom is very structured and traditional.

Henderson County Schools, Kentucky (R)
Contact: Robert Jenkins (502) 826-0692

Also mentioned by
Moore County Schools, North Carolina (R)
Contact: Donnie Weeks (919) 947-2342

Richland SD, Washington (R)
Contact: Steve Witeck (509) 943-3558

• Three Kentucky counties have joined together to create an alternative school. Students are offered the option of attending the alternative school or staying home. It is the parent's responsibility to arrange transportation.

Metcalfe County Schools, Kentucky (R)
Contact: Charles Roberts (502) 432-3171

• Students in grades 6 - 8 who have a history of disruptive behavior are removed from the classroom and instructed off site. Academics account for half the day; students are also given the opportunity to work for the other half of the day. Results are "mixed," but the program has had some success.

Newport Independent Schools, Kentucky (U)
Contact: Chas Griffith (606) 292-3004

• A highly structured alternative high school program removes some students from the majority of the high school program. Students who are chronic rule-breakers are referred.

Paducah ISD, Kentucky (U)
Contact: Steve Johnston (502) 444-5656

• An alternative program was not designed specifically to address violence, but it has been used in such cases.

Rowan County Schools, Kentucky (R)
Contact: Nadine Griffith (606) 784-8949

• The Redirection Center serves the hard-core disciplinary problems—students who would otherwise be expelled. The center is military in nature, with strict physical and academic requirements.

Rapides Parish School Board, Louisiana (S)
Contact: Tommy Smith (318) 473-8585

• The Caroline Alternative Program (CAP) is an alternative program for students with chronic disruptive behavior patterns. It is a short-term program involving regular classroom teachers, principals, counselors, parents, and the program teachers and aides. Students use weekly contracts for both academic and social behaviors. The goal is positive reinforcement of acceptable behavior and behavior modification for disruptive behaviors.

Caroline County Public Schools, Maryland (R)
Contact: N/A

• S.T.R.I.D.E.S. is an alternative classroom setting for students who are consistently disruptive and who lack social skills.

Dorchester County Public Schools, Maryland (R)
Contact: Vicki Sparks (410) 228-4747

Our society no longer insists on individuals taking responsibility for their own actions. Everyone has "rights," but no one has "responsibilities."

—from the NSBA Survey

• The Barron Assessment and Counseling Center serves students who were found in possession of weapons in the schools. Students undergo a series of assessments: sociological, psychological, and educational. A service delivery plan is prepared for each student indicating whether they can return to their base school or should be placed in an alternative program.

Boston Public Schools, Massachusetts (U)
Contact: Franklin Tucker (617) 635-8123

• Operation to Change (O^2C) is an alternative school for high school students. The school permits students to set their own schedules and provides intensive individual career and personal adjustment counseling.

L'Anse Creuse Public Schools, Michigan (S)
Contact: Anna Burdi (313) 465-1941

• Students may enroll in an alternative education center.

Pequot Lakes ISD 186, Minnesota (R)
Contact: Ed Larsen (218) 568-9210

• Three local high schools have established an alternative school. Students are referred for not less than six weeks.

Alcorn County SD, Mississippi (R)
Contact: Mike Wamsley (601) 286-5591

• Students suspended for 11 or more days may attend an alternative learning program. Courses in basic subjects are augmented with a strong behavior modification program.

Jackson Public SD, Mississippi (U)
Contact: Wilson Taylor (601) 987-3570

Intimidation and threats are not effective. Such actions only alienate the 90 percent of the student body that is not involved.

—from the NSBA survey

• A store-front school serves junior high students at risk of dropping out. Transitional learning centers serve high school students who are subject to expulsion. This rigidly controlled setting allows them to continue their education in a different building. The maximum stay is ten days at a time.

Joplin R-VIII SD, Missouri (U)
Contact: Vernon Hudson (417) 625-5200 x. 26

• Four special study centers are provided for individualized programming for students who cannot succeed in a regular program.

SD of Omaha, Nebraska (U)
Contact: Glenn Mitchell (402) 391-4103

• At-risk students who are falling behind in their coursework are served by a special teacher.

Wayne Public SD 17, Nebraska (R)
Contact: Bob Uhing (402) 375-3150

• Students who need a more personalized, structured program are assigned to an alternative school. In addition to academics, the school offers training in social skills and counseling for drug and alcohol abuse.

Westside Community Schools, Nebraska (S)
Contact: Suzann Morin (402) 390-8214

• Disruptive students with a pattern of violent behavior attend an alternative school that holds classes after the regular school day.

Pennsauken Township Public Schools, New Jersey (S)
Contact: John Ritchie (609) 662-8500

• The district has created an alternative high school.

Portales Municipal Schools, New Mexico (R)
Contact: Betty Johnson (505) 356-6911

Also mentioned by
Mount Airy City Schools, North Carolina (S)
Contact: Melvin Miles (phone N/A)

Unionville-Chadds Ford SD, Pennsylvania (S)
Contact: N/A

Windsor Southeast Supervisory Unit, Vermont (R)
Contact: Marty Tewksbury (802) 674-6344

• An interdisciplinary team works with students of average and above ability in grades 9 - 11. Support staff includes counselors, social workers, and a psychologist. The team meets each day to plan and communicate.

Bethpage UFSD, New York (S)
Contact: Ira Kahn (516) 733-3745

• The Late Afternoon Program (LAP) is for students in grades 9 - 12 who have a demonstrated history of failure in the regular high school program. LAP runs from 3:00 p.m. until 6:30 p.m. and provides a low student-teacher ratio (1:12), daily counseling, and regular parental contact.

Longwood Central SD, New York (R)
Contact: Candee Swenson (516) 345-2172

• An evening alternative school is housed in the high school. It begins when the regular day ends. The three-hour program allows students to earn a high school diploma. It is also used instead of home instruction for students on suspension.

South Colonie Central Schools, New York (S)
Contact: Randy Rench (518) 459-1220

• An alternative education program, including intensive counseling, serves students in junior high and high school. Students may also take part in vocational training or work-study.

Steuben-Allegany BOCES, New York (R)
Contact: Lorin Cooper (607) 776-7631

• Students who are not successful during the regular day program can attend school after school hours. Students who have been involved in incidents of violence are sometimes offered this option.

Currituck County Schools, North Carolina (R)
Contact: C.J. Hudson (919) 453-2100

• The district offers five after-hours educational programs: extended school day, adult high school diploma, general equivalency diploma, a co-op school for pregnant teens, and dual enrollment.

Durham Public Schools, North Carolina (U)
Contact: William Forte (919) 560-2236

• The district has established a class at the Chamber of Commerce. It serves dropouts and students expelled for weapons violations. The program includes home visits and a strict code of conduct.

Lenoir County Public Schools, North Carolina (R)
Contact: Mike Ragsdale (phone N/A)

• SAGE (Skills and Academics Grant Education) is an alternative program designed to offer a second chance for students with chronically poor attendance in grades 10 - 12. Students spend 2-1/2 days in academic classes and 2-1/2 days in a skill training program. Students master competencies identified by industry for their particular craft area.

Metro Area Vocational-Technical SD 22, Oklahoma (U)
Contact: Andy Dement (405) 424-8324 x. 402

• Severely emotionally disturbed pre-adolescent children are assigned to a day treatment center. An outside contractor provides school classwork, group work, counseling, and program supervision. Students who complete the program usually return to the regular program on a part-time basis.

Lincoln County SD, Oregon (R)
Contact: Mona Glode (503) 265-4405

• A structured learning center serves a maximum of 80 students in grades 7 - 10 who have been expelled for carrying a weapon to school, have recently been released from a state training school and are considered violent, or who are considered a threat to others.

Salem-Keizer Public Schools, Oregon (U)
Contact: Marilyn Hero (503) 399-3098

• The district offers a full-time program for students in grades 7-12 who are not coping effectively in the regular program. Academics, counseling, career orientation, and values clarification are included.

Central Dauphin SD, Pennsylvania (S)
Contact: Andrea Farris (717) 541-1662

• Students who are suspended from the normal school day are required to attend alternative education in the evening.

Governor Mifflin SD, Pennsylvania (S)
Contact: Chris Sheck (215) 775-5089

• A short-term, full-day program is offered for disruptive students.

Towanda Area SD, Pennsylvania (R)
Contact: Don Butler (717) 265-3690

• Students who are removed from the regular program attend from 3:30 to 6:30. A committee meets regularly to decide whether to return these students to the regular education program.

Warren County SD, Pennsylvania (R)
Contact: Chester Singer (814) 723-6900

• The Burger King Cities in Schools program is an alternative education program for students who would otherwise not attend.

Wilkinsburg SD, Pennsylvania (U)
Contact: Delores Patrick (412) 371-9500

• The Interim Adjustment School is available to students who have been suspended for 60 days or more. The program offers academics in the morning and individual or group counseling in the afternoon. When the student returns to his or her base school, the counselor follows up with the school staff for one year.

Providence School Department, Rhode Island (U)
Contact: Maureen Raia-Taylor (401) 456-9293

• The Oconee Alternative School features a curriculum designed for at-risk middle and high school students who present unusual academic and discipline problems. The school has helped reduce the dropout rate and has reduced violence.

SD of Oconee County, South Carolina (R)
Contact: Louis Holleman (803) 885-5046

• An alternative school is available only to students who do not break the law. Classes are small, and students do all the janitorial and yard work.

Putnam County Schools, Tennessee (S)
Contact: Marcus Durley (615) 528-1847

• An alternative campus provides short-term placements for students who have violated disciplinary rules. This is a structured environment with a 1:8 teacher/student ratio. Students are assigned for three to six weeks, but may spend as long as a year.

Wichita Falls ISD, Texas (U)
Contact: Rosie Flanigan (817) 720-3270

• An evening program serves high school students who have dropped out or who have become discipline problems.

Chesterfield County Schools, Virginia (S)
Contact: Jamie Accashian (804) 743-3675

• Students who commit serious violations that result in a recommendation for expulsion can be assigned to area alternative programs. These small-group settings allow students to continue their education. Each student will have an individualized service plan that includes a variety of agencies in meeting the student's needs.

Fairfax County Public Schools, Virginia (S)
Contact Steven Dolinger (703) 246-2220

• A middle school learning center is an alternative school for students in grades 6 - 8. The primary goal of the program is to change social and academic behaviors that interfere with school success.

Lynchburg City Schools, Virginia (U)
Contact: Vivian Camm (804) 522-3700 x. 102

• Project Enterprise is an alternative middle school for students who have been suspended or expelled, or for disruptive students.

Newport News Public Schools, Virginia (U)
Contact: Barbara Jones (804) 591-4658

• An alternative education center serves students with behavior problems.

Roanoke City Schools, Virginia (U)
Contact: William Hackley (703) 981-2300

• An alternative school serves disruptive students from all the county high schools.

Port Washington-Saukville Public Schools, Wisconsin (S)
Contact: Gary Myran (414) 284-7704

• Satellite schools serve chronically disruptive and potentially violent students. The curriculum includes intensive counseling.

Racine USD, Wisconsin (U)
Contact: Dennis McGoldrick (414) 631-7181

• The district has established both an alternative high school and a set of special programs to serve at-risk youth.

SD of Superior, Wisconsin (U)
Contact: David Wicklund (715) 394-8770

• An alternative high school on a separate campus serves students who are unsuccessful in the regular program.

Albany County SD 1, Wyoming (R)
Contact: Jim Deaver (307) 721-4449

Also mentioned by
Lincoln County SD 2, Wyoming (R)
Contact: Kurt Spencer (307) 886-3811

CLOSED CAMPUS FOR LUNCH

• Following a drive-by shooting that resulted in a student's death, the district decided to close both high school campuses. An 8-foot fence was erected around the perimeter of each campus. Gates were installed at the entrance to parking lots and are kept closed during the school day.

Sunnyside USD 12, Arizona (U)
Contact: Alan Storm (612) 741-2565

• The school district closed all five high school campuses in 1989. The result is easier monitoring of students and an easier time spotting outsiders.

Riverside USD, California (U)
Contact: Dell Roberts (909) 788-7162

• No student is allowed to leave the school during lunch period unless a parent authorizes the absence.

El Paso SD 8, Colorado (S)
Contact: Pat Kane (719) 382-5653

• This district instituted a closed campus eight years ago "with great success." The school board either suspends or expels chronic violators of this policy.

Belvidere CUSD 100, Illinois (S)
Contact: Jerry Fisher (815) 547-6345

• The district closed its campus to all freshmen and students who have violated school rules.

Morris Community HS District 101, Illinois (S)
Contact: Gregory Eaton (815) 942-1294

• All students in grades 5 - 8 stay on campus for lunch.

Roselle Public SD 12, Illinois (S)
Contact: Dennis O'Connell (708) 529-2091

• Students are expected to stay on campus during lunch. Anyone leaving is considered truant.

Tipton Community School Corporation, Indiana (R)
Contact: Tom Harmas (317) 675-7431

• The campus is now closed for lunch, even for seniors who formerly were permitted off campus. One result is less alcohol use during the day.

Blue Valley USD 229, Kansas (S)
Contact: Millie Sampson (913) 681-4009

• The district closed its campus for lunch "to reduce the opportunity for problems to develop during the day."

Halstead-Bentley USD 440, Kansas (S)
Contact: Orvin Kuhlmann (316) 835-2641

Also mentioned by
District of Columbia Public Schools (U)
Contact: Richard Winston (202) 724-4256

Shawnee Heights USD 450, Kansas (S)
Contact: John Waugh (913) 379-0751

Calcasieu Parish, Louisiana
Contact: George Clyde (318) 491-1643

Whittier Regional Vo-Tech, Massachusetts (S)
Contact: N/A

Northville Public Schools, Michigan (S)
Contact: David Bolitho (313) 344-8440

Springfield City SD, Ohio (U)
Contact: N/A

Birdville ISD, Texas (S)
Contact: Joe Coulson (817) 581-5400

• Students may leave campus for lunch, but only on foot.

Moscow USD 209, Kansas (R)
Contact: Larry Philippi (316) 598-2250

• The district built a food court and closed the high school campus.

Somerset ISD, Kentucky (R)
Contact: Charles Eckler (606) 678-4721

• During the closed lunch period, schools check the student parking lots, both to ensure that students stay on campus and to prevent visitors from entering the school.

Millington Community Schools, Michigan (R)
Contact: Tom Frumpton (517) 871-5222

• The campus is closed, but the school district works closely with food service to provide "excellent food choices" for students and staff.

Maryville R-II SD, Missouri (R)
Contact: Ron Landhen (816) 562-3255

• The district hired two youth assistants to monitor the flow of traffic into and out of the school. The assistants are more than security officers; counseling skills are also required.

Rush Henrietta Central Schools, New York (S)
Contact: M. Rick Page (716) 359-5018

• The district closed its campus for lunch after a recognition that student violence often occurred when students were allowed to leave the building. The lunch period was also shortened.

Metro Area Vocational-Technical SD 22, Oklahoma (U)
Contact: Andy Dement (405) 424-8324 x. 402

• When the district passed a bond referendum, the capital funds allowed for school improvements. Now that students have abundant room and opportunities to participate in many school activities, the closed campus helps provide a stable learning environment.

Sallisaw Public Schools, Oklahoma (R)
Contact: Larry Lewis (918) 775-7761

• Students may not leave the campus for lunch. In fact, they may not leave campus at all during the day unless they have parental consent and sign out in the office.

Western Heights Schools, Oklahoma (S)
Contact: Frank Hughes (405) 745-4623

• No visitors are allowed at school. Campus monitors enforce the policy. Anyone on campus without permission is cited for trespassing.

Sandy Union HSD 2, Oregon (S)
Contact: Mike Funderburg (503) 668-8011

• Students go to lunch with their class and are monitored there. Since students spend the day in a classroom area, there is little opportunity for unsupervised travel in the halls.

Fayette County Area Vo-Tech School, Pennsylvania (R)
Contact: Andrew Sholtis (412) 437-2721

• Gates are locked and male teachers patrol the parking area during the lunch hour.

Brunswick County Public Schools, Virginia (R)
Contact: Gerald Burke (804) 848-2716

• Students are not allowed to leave campus during lunch. There is strong community support, although "some student disgruntlement."

Mount Baker SD 507, Washington (R)
Contact: Kenn Robinson (206) 592-5151

CLOSED-CIRCUIT TV

• Video cameras on school buses have lowered both the level of violence and other misbehavior while students are riding to and from school.

St. Johns County, Florida (S)
Contact: Dwayne Fisher (904) 829-0607

Also mentioned by
Fremont County SD 24, Wyoming (R)
Contact: John Meeks (307) 876-2583

• The district has a door lock system with only the front door open. This door, and all hallways, are equipped with monitoring cameras.

Roselle Public SD 12, Illinois (S)
Contact: Dennis O'Connell (708) 529-2091

• All three high schools and six middle schools have installed video surveillance cameras, monitors, and video recorders that cover inside hallways and exterior trouble spots.

Topeka Schools USD 501, Kansas (U)
Contact: Rome Mitchell (913) 233-0313

• The district installed video recorders on school buses to record movement and actions.

Somerset ISD, Kentucky (R)
Contact: Conley Manning (606) 679-4451

• The district was having problems with thefts from lockers. After installing cameras, the thefts stopped.

Delton Kellogg Public Schools, Michigan (R)
Contact: Paul Blacken (616) 623-9227

• Closed-circuit TV monitors the locker bays. This is intended to be a safety measure for students, not a monitoring of students.

Foley Public Schools ISD 51, Minnesota (R)
Contact: Dennis Litfin (612) 968-7246

• Black boxes and video cameras monitor student behavior on buses.

Wentzville R-IV SD, Missouri (S)
Contact: Tom Jackson (314) 327-3860

• The school district's violence prevention efforts include video surveillance in schools.

Clark County SD, Nevada (U)
Contact: Sid Franklin (702) 799-8625

• Video monitoring boxes were placed on all 37 buses. Three cameras were rotated among the buses. Incidents of violent behavior have been reduced.

Camden Central Schools, New York (R)
Contact: Roberta Scholz (315) 245-0878

• Closed-circuit cameras were installed in five senior highs. They provide "additional eyes" for security personnel. The cameras have reduced hall walkers, locker break-ins, and fights.

Cleveland Public Schools, Ohio (U)
Contact: Anita Crawford (216) 574-8552

• In combination with the use of video cameras on buses, this district has established a revised code of conduct for bus behavior.

Southern Fulton SD, Pennsylvania (R)
Contact: Clyde Booth (717) 294-3400

• Closed-circuit TV cameras were installed in the hallways and the cafeteria of the high school. Cameras are also hidden in black boxes on school buses.

Plainview ISD, Texas (R)
Contact: Dennis Townsend (806) 296-4000

• Installing video cameras on buses has decreased discipline problems.

Danville Public Schools, Virginia (U)
Contact: Gwen Edwards (804) 799-6400

COLLABORATION WITH OTHER AGENCIES

• A family court judge established an interagency committee that brings together all agencies that deal with high-risk youth. The committee meets and discusses the best placement for young people. Members include educators, probation officers, law enforcement, mental health, human resources, and treatment programs.

Vestavia Hills City Schools, Alabama (S)
Contact: Jim Jeffrey (205) 978-7319

• The school district meets regularly with the sheriff's Gang Task Force to identify gang-related activities, dress, etc. This information is shared with building administrators to help them in preventing gang problems in school through precautionary measures.

Bonita USD, California (S)
Contact: Yolanda Lopez (909) 394-9236

• A district Gang Task Force includes representatives from the police, the probation department, the health department, and social service agencies. Early results include drug-free zones at schools, police officers in high schools, and a working group that includes the police to identify and halt gang behavior.

Healdsburg Schools, California (R)
Contact: Andrea Harris (707) 431-3449

> *What does not work [in preventing violence] is denying that a problem exists or blaming the problem on ethnic groups.*
>
> —from the NSBA Survey

• The entire community—businesses, seniors, parents, students, churches—spent several months reviewing the changing environment in the community. A series of recommendations have resulted.

Irvine USD, California (S)
Contact: David Brown (714) 651-0444

• For three days, 97 community members congregated to talk about community needs and the way to meet them. These community members are willing to "clean, weed, paint, or whatever to get the job done." The theme of the community group is "Together We Can."

Lake Elsinore USD, California (R)
Contact: Dave Long (909) 674-6615

• A Safe School Climate Action Team, including school administrators, police, the County Commission chairman, the county and city manager, as well as school board members, meets several times a year. The group monitors the district's success in carrying out a "Safe School Action Plan" adopted by the school board.

Savannah/Chatham Public Schools, Georgia (U)
Contact: William J. Briggs (912) 651-7110

• A Regional Action Planning Project involves the schools, parks, police, churches, and social agencies. These groups meet regularly to provide a comprehensive look at gang issues.

Arlington Heights Elementary District 25, Illinois (S)
Contact: Dorothy Weber (708) 398-4221

• The district works cooperatively with the local police department in gang violence and prevention.

Downers Grove Grade School District 58, Illinois (S)
Contact: N/A

• The superintendent and the chief of police meet regularly.

Itasca District 10, Illinois (S)
Contact: G. Acksel (708) 773-1232

Also mentioned by
Newton USD 373, Kansas (R)
Contact: Willis Heck (316) 284-6200

• High school principals and assistant principals meet monthly with local police chiefs, members of the special education alternative school, and (at times) representatives from community social organizations. The networking allows group members to share information about student problems.

Lincoln-Way Community HSD 210, Illinois (S)
Contact: James Pitcairn (815) 485-7790

• The district is part of a county-wide coalition, the Johnson County Safe School Coalition. County schools and law enforcement officials share information on both community incidents that may affect school safety and any violence in schools.

Blue Valley USD 229, Kansas (S)
Contact: Millie Sampson (913) 681-4009

• The school district and the local mental health center have established a therapeutic school for students with behavioral disorders or who have committed acts of violence. It provides intense non-residential services.

Emporia USD 253, Kansas (R)
Contact: George Abel (316) 341-2211

• The district locates social services in one place to address alternative educational opportunities for students who are suspended, expelled, or chronically truant.

Orleans Parish Public Schools, Louisiana (U)
Contact: Cynthia Williams (504) 286-2829

• The Winner's Circle program is jointly sponsored by the schools and the Boston Community Centers. The most at-risk students receive a ten-hour structured program including academics, counseling, tutoring, outreach, recreation, friendship, and additional support.

Boston Public Schools, Massachusetts (U)
Contact: Stan Swartz (617) 635-9693

• A 39-member Task Force on Youth and Family Issues studied youth violence and issued a number of recommendations for action.

Holland Public Schools, Michigan (U)
Contact: Ned Curtis (616) 393-7501

• The superintendent meets regularly with an advisory group of 30 to 40 representatives from human service agencies to plan programs.

Holland Public Schools, Michigan (U)
Contact: Ned Curtis (616) 393-7501

• An all-encompassing program under the title of "Family and Youths Program" covers many of the community's violence-prevention efforts.

Sturgis Public Schools, Michigan (R)
Contact: Kent Roberts (616) 659-1500

• The school district, police department, and youth court have developed an interagency policy establishing a cooperative network to control juvenile delinquency and crime. Known as SAFE POLICY, the agreement provides a mechanism for sharing information and coordinating efforts for improved school safety, closer supervision of juvenile offenders, and preventing juvenile problems.

Hattiesburg Public SD, Mississippi (U)
Contact: Perrin Lowrey (601) 583-3558

Also mentioned by
Port Angeles SD, Washington (R)
Contact: John Pope (206) 457-8575

South Kitsap SD 402, Washington (S)
Contact: Allen Hughes (206) 876-5998

• The school district, police, and the juvenile court system work closely together, sharing information about serious habitual offenders.

Hazelwood SD, Missouri (S)
Contact: Tom Hamlin (314) 839-9427

• The Inter-Agency Coalition on Youth Violence meets regularly to share information. Law enforcement agencies and the schools are part of this task force.

Springfield Public Schools, Missouri (S)
Contact: Dennis Lewis (417) 864-3847

> *The juvenile justice system would be an excellent partner with a common goal if they could see the need for that role.*
>
> —from the NSBA survey

• A Community Committee on Student Violence was charged with developing awareness strategies for the entire community.

Salem SD, New Hampshire (S)
Contact: H.E. LaBranche (603) 434-0215

• The Salem Youth Committee focuses on youth between the ages of 10 and 13. The group has developed educational and recreational programs built around community and family themes.

Salem SD, New Hampshire (S)
Contact: H.E. LaBranche (603) 434-0215

• The school district works closely with the police and family planning agencies.

Ocean City Public SD, New Jersey (S)
Contact: Edwin Woolley (609) 399-1290

• The School Based Youth Service FORUM was set up jointly by the school board, the town council, and the community mental health center. It offers vocational, health, family, personal, and education counseling to students and their families.

Teaneck Public Schools, New Jersey (S)
Contact: Sarah Yasin (201) 833-5467

• The Teenage Pregnancy Prevention Program (TAPP) is a joint effort of the schools, the county, and the city. Although the program is new, organizers hope it will have positive results.

Mountainair Public Schools, New Mexico (R)
Contact: Corene Stevens (505) 847-2211

• The school district is pioneering the first totally integrated student services delivery system in a public school setting. The program, called H/C-PIR-A/O (Home, Community, Prevention, Intervention, Rehabilitation, Agency, Organizations) was originally designed for students at risk. It has expanded to encompass all students in the district.

Wyandanch UFSD, New York (S)
Contact: Michael McCullough (516) 491-1016

• The school system works with business partners to increase awareness of working together as a team.

Cumberland County Schools, North Carolina (U)
Contact: N/A

• A team of teachers, counselors, and representatives from local social service agencies meet biweekly to provide specialized service for students and their families.

New Hanover County Schools, North Carolina (U)
Contact: Don Warlich (919) 251-6111

• A school-community crisis intervention team helps students in crisis—whether due to death, violence, or other trauma. Community members include mental health workers, the local ministers' association, and the juvenile court.

Bismarck Public Schools, North Dakota (U)
Contact: Rich Heidt (701) 221-3518

• The community youth agencies network meets regularly with secondary school principals to agree on common techniques for handling disruptive youth. For example, they decided to use a "no-tolerance" policy on weapons and fighting in school. Students who exhibit this type of behavior are arrested, booked, and sent to juvenile court. "This has grabbed the attention of parents and young people," the district reports.

Grand Forks SD 1, North Dakota (R)
Contact: Andy Dahlen (701) 746-2375

• A tri-city task force involved school district personnel, law enforcement agencies, and the communities' businesses to prevent the encroachment of gangs and gang-related activities. This partnership features prevention, intervention, and logical consequences for students who violate local and state laws.

Parma City SD, Ohio (S)
Contact: Malcolm Driver (216) 885-8334

• A grant-funded collaborative program among the Oregon Peace Institute, Emanuel Hospital, the public school system, and the juvenile justice authority is designed to prevent the escalation of violent acts associated with weapons. The program demonstrates the consequences of violent behavior and teaches skills necessary to deal with conflict.

Portland Public Schools, Oregon (U)
Contact: Carolyn Sheldon (503) 280-5840 x. 334

• Allegheny County "base line" money and Pennsylvania "Drug Free Schools" money are used to identify and provide in-house counseling services. A local mental health provider works closely with the schools.

Brentwood Borough SD, Pennsylvania (U)
Contact: A. Chiappetta (412) 881-4940

• The Student Assistance Program identifies troubled youth and connects them with agencies serving students who are not part of the school district.

Kane Area SD, Pennsylvania (R)
Contact: Nancy Szymanski (814) 837-7060

• A group of 25 to 30 local agencies meet monthly to examine the needs of children and families in the district. The program serves many high-risk violent students.

Eatonville SD 404, Washington (R)
Contact: Dianne Barn-Cole (206) 832-3308

• A safe schools committee consists of representatives from each secondary school, law enforcement agencies, the gang task force, the housing authority, the justice system, the juvenile justice department, and the mental health agency. Monthly meetings allow the group to "solve problems, indentify individual bad guys, and in general stay up to date with what is happening."

Evergreen SD 114, Washington (S)
Contact: Gary Olson (206) 260-4094

• A group made up of students, teachers, support staff, law enforcement officials, and parents, meet as the anti-gang task force. The goal of the group is both awareness and information.

Nine Mile Falls SD, Washington (S)
Contact: Doyle Wheeler (509) 467-3259

• The school district has built a working relationship with a variety of other agencies, including mental health, social services, law enforcement, and the juvenile justice system. This cooperative relationship encourages intervention before violence occurs.

Raymond SD 116, Washington (R)
Contact: Paul Turchent (206) 942-2474

• The gang response team (GRT) provides intervention services to youth identified as being involved with gangs. GRT staff services include emergency intervention, referral to community agencies, gang mediation, and training for staff and parents.

Seattle Public Schools, Washington (U)
Contact: Mark Della (206) 281-6777

• Safe Schools/Safe Communities is an interagency effort of the school board, law enforcement, health agencies, social service agencies, and the justice system. The group has presented awareness programs to community groups and has promoted the removal of gang-related graffiti. The group also influenced the police to add a four-member street crime unit.

Wenatchee SD 246, Washington (R)
Contact: John Gordon (509) 663-8161

• The Student At Risk Council represents the community, schools, churches, law enforcement, and social service agencies. The group meets to develop programs for students at risk.

Hot Springs County SD 1, Wyoming (R)
Contact: Kathy Taylor (307) 864-2202

CONFLICT RESOLUTION/MEDIATION TRAINING/ PEER MEDIATION

• When students get into a fight on campus, or are engaging in verbal, abusive confrontations, they have the option of going to peer mediation to settle their differences—or of being suspended.

Benson Union HSD 9, Arizona (R)
Contact: Lou Burleson (602) 586-2213 x. 616

• The Second Step program is used in several elementary schools. It is designed to train students to resolve conflicts in non-violent ways. The main goal is to develop positive relationships during the elementary school years.

Fort Smith Public Schools, Arkansas (U)
Contact: Kathleen Cates (501) 785-2501

• Teams of students with faculty advisors have been organized and trained to serve in a support/mentoring role for other students who are experiencing difficulty in adjusting to the school environment or who are having personal problems. The district believes the program has reduced aggressive and disruptive behavior.

Van Buren SD, Arkansas (R)
Contact: John Casey (501) 474-6838

• Students and a teacher provide conflict resolution and leadership in resolving racial disputes.

Corona-Norco USD, California (S)
Contact: Dale Mitchell (909) 279-3102

• Varying programs in conflict management are implemented by the lead teacher or the assistant principal at each site.

Fallbrook Union Elementary SD, California (R)
Contact: Allan Roth (619) 723-7005

• Conflict resolution is "one of the most important programs" offered by this district. It teaches students other ways to deal with anger and rage.

Irvine USD, California (S)
Contact: Joanne Mercer (714) 651-0444

• Project Rebound provides training for students, counselors, and parents. These volunteers are used in conflict mediation.

Lynwood USD, California (U)
Contact: Cheryl White (310) 886-1693

• All elementary school staffs have been trained in conflict resolution. At the high school level, recent graduates have been hired to set up conflict resolution teams. This has reduced the incidence of violence.

Oakland USD, California (U)
Contact: Paul Brekki (510) 836-8111

> *We should work more closely with other agencies. Issues of confidentiality sometimes prevent at-risk kids from receiving the help they need and keeps us from protecting other students.*
>
> —from the NSBA survey

• Groups of high school students are brought together to discuss frustration, anger, and solutions. Discussions include the impact of violent behavior on everyone in the system.

Cape Henlopen SD, Delaware (R)
Contact: Stelle Selby (302) 645-7711

• The district has created a comprehensive and formalized program that includes the use of mediation techniques to help students learn to resolve disputes.

Christina SD, Delaware (S)
Contact: Tom Downs (302) 454-2411

Also mentioned by
Blue Ridge USD, Arizona (R)
Contact: John Pavlich (602) 368-6126

Brea Olinda USD, California (S)
Contact: Dori Barnett (714) 990-7850

Waterford Schools, Connecticut (S)
Contact: Robin Baslaw (203) 442-9401

Wilkinson County Schools, Georgia (R)
Contact: Hilda Jones (912) 946-5521

Downers Grove Grade School District 58, Illinois (S)
Contact: N/A

Palatine HSD 211, Illinois (S)
Contact: Nancy Robb (708) 991-2600 x. 240

Warren Consolidated Schools, Michigan (S)
Contact: Nancy Dundas (616) 574-3271

Park Hill SD, Missouri (S)
Contact: Rudy Papenfuhs (816) 741-4070

Wentzville R-IV SD, Missouri (S)
Contact: Wayne Mosher (314) 327-3876

SD of Omaha, Nebraska (U)
Contact: Barb Cotten (402) 457-5620

Dover UFSD, New York (R)
Contact: Sue Smith (phone N/A)

Goshen Central SD, New York (R)
Contact: Ellie Knierman (914) 294-2430

Lynbrook Public Schools, New York (S)
Contact: Joanna Commander (516) 887-0236

Kannapolis City Schools, North Carolina (S)
Contact: Vickie Wilhelm (704) 932-6125

• S.A.F.E. (Student Assistance and Family Empowerment) includes conflict resolution, peer mediation programs, and support groups. Five students per grade level are selected to take part in a three-day intensive training session. They are then able to offer mediation for students and conflict prevention programs for the student body.

Orange County Schools, Florida (U)
Contact: Marge LaBarge (407) 849-3327

> *Last year, we sent a team to a conflict resolution seminar, with hopes that a team of teachers could deal with parents and students who were angry. The training was not applicable to our school and has been of no value.*
>
> —from the NSBA survey

• Students are trained to be Peer Helpers in a semester-long course. They then work one-on-one with troubled students, tutoring and offering academic help. The program helps both the at-risk students and the Peer Helpers, who experience an increase in self-esteem.

Americus City Schools, Georgia (R)
Contact: Emmarene Streeter (912) 924-3653

Also mentioned by
Coal City Unit District 1, Illinois (R)
Contact: Sandy Smith (815) 634-2396

Muhlenberg SD, Pennsylvania (S)
Contact: Ann Loose (215) 921-8055

Pequea Valley SD, Pennsylvania (R)
Contact: Bob Gingher (717) 768-5500

Currituck County Schools, North Carolina (R)
Contact: Delores Nelms (919) 453-2100

Oconto Falls Area SD, Wisconsin (R)
Contact: Cynthia Trettin (phone N/A)

In our district, peer coaching and mediation did not work. Gang associations were too strong to permit effective levels of trust.

—from the NSBA survey

• Students are taught the necessary skills to deal with conflict, both personal and interpersonal. They also are taught and practice mediation.

Hawaii Department of Education (N/A)
Contact: Patsy Izumo (808) 733-9143

• A conflict manager's program trains students in the art of mediating student conflicts.

Geneva CUSD 304, Illinois (S)
Contact: Ron Anderson (708) 232-7500

Also mentioned by
Akron Public Schools, Ohio (U)
Contact: Alex Rachita (216) 784-0451

• The district's At Risk Coordinators have developed a peer group program that encourages students in trouble to learn how to make better choices in their lives.

Central Community Schools of Clinton County, Iowa (R)
Contact: Keith Cavanough (319) 659-0700

• A group of 30 to 35 students is selected by the student body. They receive training in working with fellow students. Approximately one third of the group receives additional training in conflict resolution. They have mediated some tense racial situations.

Independence USD 446, Kansas (R)
Contact: Julie Thompson (316) 332-1815

• Conflict resolution counseling is used to address specific instances of violent student-to-student behavior.

Washington County Public Schools, Maryland (S)
Contact: Mike Sweeney (301) 791-4170

• Primarily in grades 5 and 6, students are trained to be peer mediators. The goal is to expand the program to grades 7 and 8.

Falmouth Public Schools, Massachusetts (S)
Contact: Diane Hoppenstadt (508) 548-7300

• Elementary students are trained in basic concepts of interpersonal communication, team building, and problem solving. These student conflict managers, supervised by trained teacher/counselors, monitor student play and gathering areas and assist peers in resolving conflicts.

Monroe Public Schools, Michigan (S)
Contact: Chris Butler (313) 241-0330

• When students start exhibiting negative behavior, they are brought together with the school psychologist or a school counselor to resolve the situation. Although the process is time consuming, it has helped defuse potential student fights.

Warren Woods Public Schools, Michigan (S)
Contact: T. Weber (313) 775-8780

• Several schools have instituted conflict resolution programs.

North St. Paul SD, Minnesota (S)
Contact: John Glenn Middle School
(612) 770-4125

• Staff members and administrators are trained in mediation. They, in turn, train students.

Princeton Public Schools, Minnesota (R)
Contact: Jerry Hoff (612) 389-9485

• MOPS (Mediators On Patrol) is the first elementary school conflict mediation program in the St. Louis area. Elementary students are trained to mediate conflicts between fellow students. Counselors assist, using a courtroom-style hearing format.

SD of University City, Missouri (S)
Contact: Kristin Morrison (314) 872-1916

• The peer leadership program trains high school seniors in skills of educating their peers. The peer mentoring program is an auxiliary of this program. In this program, junior and senior high school students work with younger students on issues including academic improvement and self-esteem.

Irvington SD, New Jersey (U)
Contact: Shirley Waller (201) 399-5660

• Teachers have been trained in conflict resolution as the first step in instituting a peer mediation program.

Ocean City Public SD, New Jersey (S)
Contact: Nicholas Salvia (609) 399-1290

• The district has a conflict resolution program. Both teachers and students have been trained.

Pasaic County Technical-Vocational HS, New Jersey (U)
Contact: Dave MacFarland (phone N/A)

• Resolving Conflict Creatively is a K-12 program. It includes staff development, regular lessons, and parent training as well as student mediation.

South Orange-Maplewood Public Schools, New Jersey (N/A)
Contact: R. Lieber (201) 378-9630

• Conflict resolution has been incorporated into the district's physical education curriculum.

West Windsor Plainsboro Regional SD, New Jersey (S)
Contact: Michael Carr (609) 799-3200

• The district has used guidance counselors and student assistance counselors to mediate student disputes before they become violent confrontations. Some peer leaders are involved in this process.

Westwood Regional Schools, New Jersey (S)
Contact: John Kradenski (201) 664-0880

• RHOR (Rams Helping Other Rams) is a conflict resolution program that encourages talking, not fighting.

Cimarron Municipal Schools, New Mexico (R)
Contact: Tom Loyd (505) 376-2241

• Trained student mediators in the middle and high school help other students resolve conflicts before they need to be referred to the administration.

Amityville UFSD, New York (S)
Contact: Glenn Mehrtens (516) 598-6555

• A team of teachers and students are trained to deal with various aspects of conflict resolution.

Mineola UFSD, New York (S)
Contact: John R. Lewis (516) 739-4197

• Students, teachers, and administrators are trained in conflict resolution by a consultant from the Westchester Mediation Center. Students then become peer mediators.

Mt. Vernon SD, New York (S)
Contact: Pat Barnes (914) 668-5885

• Students, parents, and faculty are trained to handle situations that can cause conflict.

New Rochelle City SD, New York (S)
Contact: Thelma Esteves (914) 576-4360

• Project STOP (Schools Teaching Options for Peace) is designed to provide middle school students with the skills necessary to resolve conflicts peacefully and productively, seek alternatives to violence, and foster improved communication and understanding among diverse groups of students, teachers, and parents. This holistic program drew together the best components of three of New York City's best programs in conflict resolution. It is now in place in 55 middle schools.

New York City Public Schools, New York (U)
Contact: Francine Goldstein (718) 935-4042

• A comprehensive training program helps teachers and students learn conflict mediation. Agreements are reached by both sides in 95 percent of the cases mediated by the Conflict Resolution Service, and of those cases, 90 percent never recur.

Suffolk County BOCES, New York (S)
Contact: Barbara Brodsky (516) 468-5582

• High school age students are trained as peer counselors. They help and influence elementary school age children.

West Seneca Central Schools, New York (S)
Contact: Donna Laporte (716) 674-9964

• Students have been trained to help other students with self-esteem, family problems, grades, etc. The peer helpers represent a cross-section of the student body. This new program has been well received by students.

Asheboro City Schools, North Carolina (R)
Contact: Rich Smith (919) 625-6185

• The school district has instituted a conflict resolution program for all ninth graders. The decision to initiate this program was one result of the district's Task Force on Reducing Violent Crime and Illegal Drug Use.

Chapel Hill-Carrboro City Schools, North Carolina (S)
Contact: Butch Patteson (919) 929-2106

• The district uses a programmatic approach to elementary school recess time. The focus is on planned activity to minimize fighting and on training "peace seekers" to surround potential fights and stop them.

SD of Philadelphia, Pennsylvania (U)
Contact: Carol Boland (215) 351-7131

• Trained conflict mediators help students identify and express their concerns and resolve their own problems. The effectiveness of the program is currently being evaluated.

Chesterfield County Schools, Virginia (S)
Contact: Debbie Bowie (804) 560-2747

• Every school in the district has instituted conflict resolution and peer mediation programs.

Montgomery County Public Schools, Virginia (R)
Contact: Kathy Kenley (703) 381-1516

• The district offers a three-day intervention program for high-risk youth. It addresses stress management, substance abuse, conflict resolution, assertiveness training, and violence prevention.

Petersburg Public Schools, Virginia (U)
Contact: Irene Bauss (804) 732-0510 x. 202

• A consultant worked with students who had been having conflicts, first separately and then together.

Bethel SD 403, Washington (S)
Contact: Dave Rich (206) 846-9710

• A peer listening program was not meant to be a mediation program, "but it has turned into a very effective one," the district reports.

Pewaukee Public Schools, Wisconsin (S)
Contact: Dennis Cahn (414) 691-2100

DRESS CODE

• The district prohibits wearing anything but school-related caps and jackets. No gang colors are permitted.

Antelope Valley Union HSD, California (U)
Contact: Jeff Foster (805) 944-5191

• A comprehensive dress code was implemented in 1993. It is designed to contain gang and other disruptive behavior and to make it difficult to hide weapons, spray paint, or other items in clothing.

Bonita USD, California (S)
Contact: Yolanda Lopez (909) 394-9236

• The district's dress code prohibits any clothing that is considered unsafe, dangerous or a health hazard; contains offensive or obscene symbols, signs, slogans, or words degrading any gender, cultural, religious, or ethnic values; or contains language or symbols oriented toward violence, vandalism, sex, drugs, alcohol, or tobacco.

Capistrano USD, California (S)
Contact: Thomas R. Anthony (714) 489-7224

• The school district's dress code specifies the belief that "schools were created to be centers of learning." The dress code prohibits, among other things, clothing that includes racial slurs and clothing that advocates illegal activities.

Catoosa County Schools, Georgia (N/A)
Contact: Kyle Smith (706) 965-2297

• The district has developed a policy that prohibits wearing hats and jackets in school.

Reavis HSD 220, Illinois (S)
Contact: Lou Rose (708) 599-7200

• Students are expected to wear clothing that does not disrupt the educational setting, interfere with health or safety, or promote vulgarity.

Tipton Community School Corporation, Indiana (R)
Contact: Tom Harmas (317) 675-7431

• Clear or mesh school bags have been mandated for students in grades K-12.

Lafourche Parish School Board, Louisiana (R)
Contact: Francis Rodriguez (504) 446-5631

• The school board authorized site-based decision making to determine whether students will wear school uniforms. Parents and students must vote by a 2/3 majority to institute uniforms. There has been "overwhelming acceptance" of uniforms on a voluntary basis. Trespassing incidents have decreased by 35.2 percent.

Orleans Parish Public Schools, Louisiana (U)
Contact: Paul Sens (504) 286-2829

• Wearing gang colors has been added to the list of violations in the code of student conduct. Although this has not been a problem, the district made the change as a preventive measure.

Midland Public Schools, Michigan (U)
Contact: Herb Scogg (517) 839-2401

• The district prohibits students from wearing any clothing that advertises a gang. Certain jewelry is also prohibited.

Woodhaven SD, Michigan (S)
Contact: Bill Thompson (313) 783-3333

Also mentioned by
Rio Grande City CISD, Texas (R)
Contact: Sabas Ozuma (210) 487-5591 x. 264

• A dress code was implemented at the high school. It is designed to discourage gang-related dress.

Ralston Public Schools, Nebraska (S)
Contact: Martha Bruckner (402) 331-7373

• The school board has developed specific rules on dress and behavior.

Wayne Public SD 17, Nebraska (R)
Contact: Dennis Jensen (402) 375-3150

• A dress code was instituted for students in grades 7 and 8. The goal was to prevent problems before they started.

Marlboro Township Schools, New Jersey (S)
Contact: Harvey Abramson (908) 972-2052

• Students are required to remove coats and hats during class time.

Findlay City SD, Ohio (N/A)
Contact: Vicki Brian (419) 425-8302

• This district is the only public school in the state that has a student dress code. It was implemented with the overwhelming support of parents and students.

Millwood Public Schools, Oklahoma (S)
Contact: N/A

• The high school dress code was rewritten to specifically address the problem of students wearing gang-related clothing. The district's suspension policy now notes that students may be suspended for continued wearing of gang clothing.

Western Heights Schools, Oklahoma (S)
Contact: Rita Morgan (405) 745-4623

• The district carefully screens certain wearing apparel—bandanas, caps, or anything that mimics gang activity. References to alcohol and drugs are also forbidden. To date, students and parents have been cooperative.

Brentwood Borough SD, Pennsylvania (U)
Contact: A. Chiappetta (412) 881-4940

• The school dress code bans hats, bandanas, and gang related apparel. Appropriate dress is required for school.

Hopewell Area SD, Pennsylvania (U)
Contact: Dr. Frioni (412) 378-8565

• Students, parents, and staff have jointly established a dress code.

Canton SD, South Dakota (R)
Contact: Dave Beckman (605) 987-2706

• The district enforces a "no-nonsense" dress code.

Mercedes ISD, Texas (R)
Contact: Monte R. Churchill (210) 565-2655

DRUG-DETECTING DOGS

• The local police department brings in, unannounced, trained sniffing dogs. They go through the junior and senior high school and the parking lot.

Blue Ridge USD, Arizona (R)
Contact: Officer John France (602) 368-6126

• Drug-sniffing dogs are used to search cars in parking lots, student lockers, classrooms, locker rooms, and other open areas.

Lee County Schools, Florida (S)
Contact: Betty Harmon (813) 337-8123

• The district's Canine Narcotics Detection Program uses ten narcotics detecting dogs handled by ten school police officers. By rotating the teams, the district covers 35 schools.

Palm Beach County School Board, Florida (S)
Contact: James P. Kelly (407) 434-8435

• Drug dogs have been used on two occasions.

Pulaski County Board of Education, Georgia (R)
Contact: Benny Dixon (912) 783-2726

• The school board modified its policy on locker searches to permit the use of drug detecting dogs.

McPherson USD 418, Kansas (R)
Contact: Robert Shannon (316) 241-9400

> *It seems that even with [drug-detecting] dogs and random metal detector searches, students will still take the risks of bringing such contraband to school. These searches have not been tremendously successful as a deterrent.*
>
> —from the NSBA survey

• One gun/drug dog team is deployed in 37 secondary schools on a daily basis. This has resulted in an almost 50 percent reduction in reported gun incidents during the 1992-93 school year.

Orleans Parish Public Schools, Louisiana (U)
Contact: A.C. Boyd (504) 286-2933

• Working with the local police force, the school district brings drug-detecting dogs into the school at least twice a year. The result is a significant reduction in the amount of drugs found in school.

Kelloggsville Public Schools, Michigan (U)
Contact: G.P. Stamas (616) 532-1570

• Drug dogs are brought into the schools on a regular basis.

Washington County, North Carolina (R)
Contact: Robert Alligood (919) 793-5171

Also mentioned by
Morris Community HS District 101, Illinois (S)
Contact: Gregory Eaton (815) 942-1294

Marietta Public Schools, Oklahoma (R)
Contact: Love County Sheriff's Office
(405) 276-3150

Hitchcock ISD, Texas (R)
Contact: Dough Greathouse (409) 986-5581

Emery SD, Utah (R)
Contact: Emery County Sheriff

Brunswick County Schools, Virginia (R)
Contact: Gerald Burke (804) 848-2716

• Drug dogs are used at night to check locker areas.

Huber Heights City SD, Ohio (R)
Contact: Richard Burke (513) 237-6300

• Once a month, drug dogs make an unannounced sweep through the high school and middle school.

Benavides ISD, Texas (R)
Contact: M.M. Vela (512) 256-3383

ESTABLISHING "SAFE HAVENS" FOR STUDENTS

• For students who need a stable home environment, an off-island boarding home program is available. Counseling helps these students improve their self-esteem and self-worth.

Pribilof Islands SD, Alaska (R)
Contact: Mark Shellingen (907) 546-2222

• RAP (Reaching Academic Potential) is an academic assistance program in a safe haven. The program targets students who have innate ability, but have not passed many or any middle school classes.

Park Hill SD, Missouri (S)
Contact: Andy Hemphill (816) 741-4070

EXPULSION

• Counselors work with students who have been expelled. A mentorship with a business is established, and the school works with the student and his or her family to develop a set of criteria the student must fulfill before returning to school. The overall success rate for the program is 85 percent.

Mesa County Valley SD 51, Colorado (S)
Contact: Raggs Ganley (303) 242-4350

Expulsions and suspensions have only been moderately effective.

—from the NSBA survey

• Students who have been expelled may reenroll in an alternative classroom. They attend school two to five days a week. The day runs from 8:00 a.m. until 1:00 p.m. Students work on individualized plans.

Polk County Schools, Florida (S)
Contact: N/A

• The district established a discipline tribunal to hear cases recommended for expulsion. Although the tribunal removes students from school, problems continue.

Pulaski County Board of Education, Georgia (R)
Contact: Paul Mathis (912) 892-9191

• The Second Chance School is a half-day voluntary instructional program for students who have been expelled for possession of weapons or assaulting a staff member. It is housed in a city building, not a school building, and a city policeman is assigned to the building.

Topeka Schools USD 501, Kansas (U)
Contact: Rome Mitchell (913) 233-0313

• Students who are expelled are placed under the local juvenile judge and referred to the district's alternative education program.

Evangeline Parish, Louisiana (R)
Contact: Toni Hamlin (318) 363-6651

• All students in possesion of a weapon on school property are to be expelled for the maximum period of time allowable under state and federal law. For middle school students and those under the age of 16, the minimum period is one year. For students 16 years of age or older, the minimum period is two years.

Jefferson Parish School Board, Louisiana (S)
Contact: Barry Bordelon (504) 837-8950

• All students caught with weapons are expelled.

Plaquemines Parish, Louisiana (R)
Contact: James C. Hoyle (504) 523-4879

• Instead of expelling elementary and junior high school students who are disruptive, the students are referred to Behavior Modification Clinics held on Saturdays. Employees provide instructional services and incorporate character building techniques.

St. James Parish School Board, Louisiana (R)
Contact: Jacquelyn Brass (504) 869-5375

• The Environmental Learning Center, for students expelled from school, includes the basic core curriculum and work program. Students receive credit for community service.

Jackson Public SD, Mississippi (U)
Contact: Buddy Bounds (601) 923-2572

> *Expulsion may help to protect other students in the school setting, but simply puts violence out on the street.*
>
> —from the NSBA survey

• Any weapon on school grounds results in immediate suspension with a recommendation to the school board for long-term suspension or permanent expulsion.

Deming Public Schools, New Mexico (R)
Contact: Carlos Viramontes (505) 546-8841

• The district operates an alternative to expulsion program as well as a Saturday elementary program to keep young children enrolled in school.

Cleveland Public Schools, Ohio (U)
Contact: Susan Werstack (216) 523-7972

• A hearing officer hears all cases recommended for expulsion. This ensures consistency throughout the system.

Columbus Public Schools, Ohio (U)
Contact: Tom Sampson (614) 365-5640

• This district's "no nonsense" approach to discipline includes expulsion for those who habitually violate school policies.

West Shore SD, Pennsylvania (N/A)
Contact: Daniel Sheata (717) 938-9577

• Students who have been expelled can attend adult classes in the afternoon and evening. If they are successful, they can return to school in a later semester.

Allendale County SD, South Carolina (R)
Contact: Ronald Perry (803) 584-2311

• School board policy mandates expulsion for a first offense involving weapons or drugs. This has led to a 100 percent reduction in shootings (from 6 to 0). Fewer weapons have been confiscated.

Pasadena ISD, Texas (S)
Contact: Police Chief Lee Oliver (713) 920-6900

• The Students' Rights and Responsibilities handbook clearly spells out the infractions that will result in student expulsion. There are, however, some alternative programs that offer intense supervision and smaller classes.

Hampton City Schools, Virginia (U)
Contact: Kathleen Brown (804) 850-5234

• The school district uses expulsion when a student may be a danger to himself or others.

King William Public Schools, Virginia (R)
Contact: Harry Rippeon (phone N/A)

• A reentry program has been developed for students who have been removed from the schools for exceptional misconduct. Students are scheduled for four blocks of time, each 1-1/2 hours in length, during which they study academic subjects. After completing 90 hours of study (in class and in home study), students may earn credits. A counselor is available up to four hours per week.

Clover Park SD 410, Washington (S)
Contact: James Snyder (206) 589-7830

• Students face automatic expulsion, with the right to a due process hearing, for possession of any weapon.

Federal Way SD 210, Washington (S)
Contact: Sherrelle Walker (206) 941-0100

• The district has a policy of expulsion for any student who brings a firearm to any school or school activity. There are no exceptions. If the weapon is a gun, the student is expelled immediately.

Tacoma SD 10, Washington (U)
Contact: Ben Soria (206) 596-1011

GUN-FREE SCHOOL ZONES

• Campus visitations are controlled in all the district's schools. The community is informed that the schools are gun-free zones through newspapers, radio, and the PTAs.

Wynne Public Schools, Arkansas (R)
Contact: Darrell Smith (501) 238-5000

• Any person caught with drugs or weapons within 1,000 feet of a school will be arrested. No plea bargains will be offered.

Galesburg Community Unit SD 205, Illinois (R)
Contact: William Abel (309) 343-1151

> *Although we have posted "Gun-Free School Zones" around each of our schools, it is only a cosmetic effort.*
>
> —from the NSBA survey

• Louisiana has strict state laws governing drugs and firearms on campus. Students can face both a jail sentence and expulsion for bringing either drugs or firearms onto the campus. This has served as a "strong deterrent."

Iberia Parish School Board, Louisiana (R)
Contact: Eugene Baudry (318) 365-2341

• A local service club erected signs designating school neighborhoods as gun- and drug-free zones.

Cape Girardeau Public Schools, Missouri (S)
Contact: Neyland Clark (314) 335-6654

• Gun-free school zone signs were posted as warnings on all campuses.

Kennett 39 Schools, Missouri (R)
Contact: Randy Winston (314) 888-2861

• Students found with weapons in schools are expelled.

Grand Forks SD 1, North Dakota (R)
Contact: Ray Pelton (701) 746-2200

• To keep all schools in the district free from weapons, the school district mailed a summary of relevant state laws to each family. One of the city's police officers, who is also a D.A.R.E. officer, produced a video, "Guns, Teens, and Consequences." To date, it has been shown to more than 6,000 middle and high school students.

Tulsa Public Schools, Oklahoma (U)
Contact: Lyle Young (phone N/A)

• In an attempt to send a strong message to students and staff, the school board adopted a weapons policy that requires all students in grades 1 - 12 who are found with weapons in their possession to be referred for expulsion.

SD of Lancaster, Pennsylvania (U)
Contact: Buddy Glover (717) 291-6165

• The state legislature has just permitted gun-free school zones in the state.

Central Kitsap SD 401, Washington (S)
Contact: N/A

• All school property has been posted with gun-free school zone signs.

Puyallup SD 3, Washington (S)
Contact: N/A

HOME-SCHOOL LINKAGES

• At the first indications of impropriety, staff and administration make an increased effort to communicate with parents.

Colorado City USD 14, Arizona (R)
Contact: Alvin S. Barlow (602) 875-2288

• All suspensions are pending until there is a parent conference. Parents are automatically contacted and are asked to come in with their student.

Window Rock USD 8, Arizona (R)
Contact: Charles Grant (602) 729-5704

• A district advisory board serves as an advisory arm of the school administration and the school board to filter "hot" issues in a rational manner.

Matteson Elementary SD 159, Illinois (S)
Contact: Thomas Mullins (708) 720-1300

• Five minority outreach workers are employed through a grant to the local juvenile justice system to serve as liaisons between the schools and the minority communities. In addition to serving as positive role models, these individuals help in gang prevention.

Sioux City Community Schools, Iowa (U)
Contact: Pete Hathaway (712) 279-6816

• A certified teacher serves as a communicator and liaison between parents and the schools. This individual works to establish rapport with families of students with school-related difficulties.

Sioux City Community Schools, Iowa (U)
Contact: Paul Lease (712) 279-6816

• The Youth Services Center provides home-school liaison for families with problems.

Boyd County Public Schools, Kentucky (S)
Contact: Catherine Newton (606) 928-6473

• A resource center is staffed by a director and a mental health professional. The director links families with services throughout the county. The mental health professional provides direct counseling.

Frankfort ISD, Kentucky (U)
Contact: Sherrill Smith (502) 875-8669

• The Family Resource Center employs a full-time social worker as well as a director and a clerk. Located at one of the district's high schools, the center works with students and their families.

Nicholas County Schools, Kentucky (R)
Contact: Charles Canupp (606) 289-3702

Also mentioned by
Monticello ISD, Kentucky (R)
Contact: Ivan Tuggle (606) 348-3663

• Parent Forums in this district focus on the "Two R's—Respect and Responsibility." In these sessions, parents share ideas on improving academics and attitudes.

St. John the Baptist Parish School Board, Louisiana (R)
Contact: Barbara Ferguson (504) 536-1106

• Through an innovative school/business partnership, parent training is offered in the workplace, where parents are free of the usual constraints of babysitting, transportation, and after-work conflicts.

Wicomico County Public Schools, Maryland (R)
Contact: Gretna Willis (410) 548-4727

• Regular home contact is maintained with families of migrant children. Contact is initiated in the work environment as well as at home to resolve problems early.

Van Buren ISD, Michigan (R)
Contact: John Dominguez (616) 674-8091

• Parents are involved at the first sign of negative behavior by students.

Warren Woods Public Schools, Michigan (S)
Contact: T. Weber (313) 775-8780

• The School Community Intervention Program (SCIP) provides a systematic approach to student and family chemical abuse. Staff members are trained to identify behaviors related to chemical abuse. Students are referred to a SCIP team in the school. The team intervenes with the student and family, making referrals to community agencies. The program also provides aftercare support for students.

Lincoln Public Schools, Nebraska (U)
Contact: Bob Reier (402) 436-1650

• The district emphasizes very close communication among parents, teachers, students, and school board members. The school holds monthly parent meetings, with individual meetings as required.

Milan Village Schools, New Hampshire (R)
Contact: Debbie Stewart (603) 449-3306

• Family Net is a collaborative effort among the family and child agencies and the school system to provide a "seamless" delivery system.

Paterson Public Schools, New Jersey (U)
Contact: H. Benjamin Williams (201) 881-2351

• The Home School Partners program serves as a liaison between home and school. Staff members visit homes, help in scheduling parent-teacher conferences, and work with parent groups.

Niagara Falls City SD, New York (U)
Contact: Arthur McDonald (716) 286-4259

• The district has set up a "parent link" program in all the district schools.

North Sanpete SD, Utah (R)
Contact: N/A

> *Admittedly our problem is relatively easy. But the big difference is the attitude of the school board and, hence, the entire staff that the school has a responsibility to educate all our children on how to be adults and how to deal with conflicts without violence.*
>
> —from the NSBA survey

• Domestic violence is a fact of life for many children. This school district is offering parenting classes and other types of parent education to help reduce the incidence of family violence.

Alexandria City Public Schools, Virginia (U)
Contact: Paul Masem (703) 824-6610

• Two programs—Parents Against Violence in Education (PAVE) and Concerned Parents of Dawn—involve parents from various communities throughout the county in working with the school to prevent school violence.

Caroline County Public Schools, Virginia (R)
Contact: Larry Marks (804) 633-9886

• A Family Resource Center is located in a remodeled school. At this location, community services will be available to families.

Green Bay Public Schools, Wisconsin (U)
Contact: Michael Raught (414) 448-2105

LAW-RELATED EDUCATION PROGRAMS

• Students learn about the legal aspects of negative behaviors through a law-related education program. Teachers are given the opportunity to patrol with local police. A student court handles the adjudication of some misdemeanors.

Anchorage SD, Alaska (U)
Contact: Doug Phillips (907) 269-2184

• Teen Court is designed to educate youth about the judicial process. Cases are referred from the court system or the schools. The juvenile offender appears before a teen jury and is represented by a teen "attorney." The prosecutor is also a teen. The "attorneys" are assisted by mentors from the bar association or the municipal court.

Cherry Creek SD, Colorado (S)
Contact: Connie Baker (303) 341-8830

• Student law interns learn about the court system. They observe trial sessions, assist the bailiff, and observe the judge, referee, and prosecuting attorney.

Cherry Creek SD, Colorado (S)
Contact: Connie Baker (303) 341-8830

• The district's substance abuse counselor and court-designated workers have developed a number of law-related educational programs that they have presented to students. Topics range from shoplifting to vandalism to assault.

Franklin County Schools, Kentucky (R)
Contact: Charlotte Moffett (502) 695-6701

• One elementary school was named a Law Related Education School. Students are taught the relationship of the law to everday living through the study of children's literature, writing, and other classroom subjects.

Pass Christian Public SD, Mississippi (S)
Contact: Sharon Lembright (601) 452-4397

• Students receive social studies credit for courses in "You and the Law" and "Mock Trials." In these classes, school administrators also teach school law.

Three Village Central SD, New York (S)
Contact: Joseph Grillo (516) 474-7735

• Meet the Courts Day is a day-long educational program that introduces ninth grade students to local courts and law enforcement agencies. Students are educated on the arrest, trial, and sentencing of a drunk driver.

Cabarrus County Schools, North Carolina (S)
Contact: Judge Adam C. Grant (704) 786-4137

LOCKER SEARCHES

• Locker searches are conducted regularly.

Denver Public Schools, Colorado (U)
Contact: Gil Shannon (303) 764-3476

• The school administration works with the police and the "K-9" dog sniffing unit from the Sheriff's Department to conduct periodic unannounced searches of secondary schools. This has reduced the number of weapons expulsion cases by half.

Savannah/Chatham Public Schools, Georgia (U)
Contact: William J. Briggs (912) 651-7110

• The school district has used drug-sniffing dogs for three years. Community reaction is positive.

Coal City Unit District 1, Illinois (R)
Contact: Patrick Halloran (815) 634-2396

• The principal, superintendent, or assistant superintendent can request the assistance of law enforcement officials to inspect lockers or their contents. They may be called on to identify substances that are found in lockers or to protect the health and safety of persons or property.

Gary Community Schools, Indiana (U)
Contact: James A. Fleming (219) 886-6414

• Through the use of funds from the Drug Free Schools and Communities Act and working with local law enforcement agencies, drug dogs are randomly dispatched to schools unannounced. They sniff classrooms, lockers, offices, parking lots, and other areas of the campus where drugs could be hidden.

West Feliciana Parish School Board, Louisiana (R)
Contact: Joe Wells (504) 635-3891

• The school district and the sheriff's department shared the expense of purchasing a drug dog.

Nye County SD, Nevada (R)
Contact: Rod Peparek (702) 482-6258

• Each hall of the school has an unannounced locker search at least two times per year. Prohibited items are confiscated and students are disciplined according to board policy.

Sandy Union HSD 2, Oregon (S)
Contact: Mike Funderburg (503) 668-8011

MENTORING PROGRAMS

• Business people served as mentors for low-achieving students throughout the year.

Matanuska-Susitna Borough SD, Alaska (R)
Contact: Marion Spencer (907) 376-0925

• Project Pals involves 11th and 12th grade students as mentors to grade school children. The mentors spend time with the younger students, help with homework, discuss problems, and enjoy social outings. The project was originally funded through the Kellogg Foundation and is sponsored by Future Farmers of America.

Hamburg SD 51, Arkansas (R)
Contact: Charles Franklin (501) 853-9056

Good parental and teacher efforts can help reduce violence.

—from the NSBA survey

• The Challenges program is a mentoring program designed for early intervention.

Mountainburg SD, Arkansas (N/A)
Contact: Cassi Browning (501) 369-2146

• The Positive Impact Program (PIP) is a community-supported mentoring program. A group of African American males work with black male students from single-parent homes. Students are referred based on a variety of indicators.

Wynne Public Schools, Arkansas (R)
Contact: Charles Cobbs (501) 238-5040

• The YMCA brings business partners and students together in a job-shadowing mentorship. It provides students the opportunity to develop adult friendships and to experience their friendship in a work context.

Bellflower USD, California (S)
Contact: Pete Smargon (310) 925-1292

• The Friend to Friend program is an intervention strategy designed to provide positive role models for younger students. Older students, who serve as mentors, talk about the importance of staying in school, staying out of gangs, and staying away from drugs and alcohol.

Hacienda La Puente USD, California (S)
Contact: Will Binney (818) 333-2201

• The Adopt a Student Program is funded with Drug, Alcohol, and Tobacco Education funds. Adults adopt middle school students and develop a strong relationship through organized activities and individually initiated activities.

Lennox SD, California (S)
Contact: Jim Keese (310) 330-4950

• One certified member of the staff recruits and trains adult mentors and then matches them with a student.

Merced Union HSD, California (S)
Contact: Wendy Wise (209) 385-6559

• A mentoring program helps students develop self-esteem and basic academic and social skills. The goal is to encourage them to earn a high school, college, or technical school diploma.

Pinellas County School Board, Florida (N/A)
Contact: Sue Rolston (813) 588-6405

• The Chamber of Commerce works with counselors in each school. Every child who is at risk of school failure in grades 6, 7, and 8 is paired with a well trained mentor.

Carrollton City Schools, Georgia (S)
Contact: Tom Upchurch (404) 832-9633

• All students whose grade point average falls below a 3.0 are assigned to a mentor. Students have a Mentor period before school when students and their mentor teachers meet to review all the student's progress. Parents are invited to attend conferences to devise ways to raise the grade to at least a 3.0.

Clark County SD 161, Idaho (R)
Contact: Vicki Gauchay (208) 374-5215

• A mentoring program, coordinated through the volunteer program, links marginal students with positive role models.

Coon Rapids-Bayard CSD, Iowa (R)
Contact: Linda Miesner (712) 684-2845

• GRAMS are volunteer grandparent mentors who visit elementary schools on a regular schedule. They support teachers, read to children, tell stories, and afford time for teachers to work with a small group of students.

Valley Center Schools, Kansas (S)
Contact: Terry Ishman (316) 755-7190

• In a program called the Generation Connection, adult volunteers help students in grades 5 and 6 with homework and other activities. Volunteers are encouraged to share hobbies and life experiences.

Bloomington ISD 271, Minnesota (S)
Contact: Ruth Meitz (612) 885-7301

• The Husky Buddy Program pairs staff volunteers with students who have difficulty socially or academically. The buddies spend time with each other once or twice a week during the school day.

Bloomington ISD 271, Minnesota (S)
Contact: Ruth Meitz (612) 885-7301

• The school district recruits men to volunteer in elementary school classrooms.

Kirkwood R-7 SD, Missouri (S)
Contact: Amy Lingren (314) 965-9550

• College students serve as mentors for elementary age students in a program called C-Pals.

SD of Crete, Nebraska (R)
Contact: Laurie Deibert (402) 826-5822

• A mentoring program for middle school students is designed to keep at-risk students from dropping out. It provides a school/community experience that includes job shadowing, school, mentoring, and summer jobs.

Lincoln Public Schools, Nebraska (U)
Contact: Jim Cotter (402) 436-1823

• Student volunteers are trained to work with incoming freshmen on many issues related to self, school, and family.

Teaneck Public Schools, New Jersey (S)
Contact: Jim Delaney (201) 833-5400

• At-risk students in grades 1-8 are paired with a volunteer mentor. All meetings take place during the school day.

Amityville UFSD, New York (S)
Contact: Glenn Mehrtens (516) 598-6555

• Mentors were selected from within the faculty as well as within the community. Each mentor is assigned to a single student. Students who are recommended for the program are not necessarily violent, but may be experiencing problems at the school.

Mineola UFSD, New York (S)
Contact: Diana Falk (516) 739-4191

• Selected seniors are trained and assigned to groups of freshmen to mentor throughout the year.

Tarrytowns Public Schools, New York (S)
Contact: Gregg Doonan (914) 631-6200

• The Attitude Development Mentor Program brings together students and staff mentors. A guidance counselor and a social worker provide group and individual counseling to the at-risk students who are enrolled in the program. Parents are also involved.

Uniondale Public Schools, New York (S)
Contact: James Steffens (516) 560-8833

• An adult is paired with an at-risk student. The mentor spends at least four hours a week with this student.

Mount Airy City Schools, North Carolina (S)
Contact: Polly Long (phone N/A)

Also mentioned by
Wilkinson County Schools, Georgia (R)
Contact: Hilda Jones (812) 946-5521

Moore County Schools, North Carolina (R)
Contact: Donnie Weeks (919) 947-2342

• Project Rainbow Association is an intergenerational mentoring program for youth and elderly citizens. The group conducts community service programs in nursing homes, senior citizen apartment complexes, and senior citizen centers.

East Cleveland City Schools, Ohio (U)
Contact: Mary Ann Harris (216) 249-6427

• The scholars mentoring program has created a link between college students and high school students. The result has been more interest in college, career awareness, higher grades, and better satisfaction with school.

Shaker Heights City SD, Ohio (S)
Contact: A. Jack Rumbaugh (216) 295-4201

• Low-income African American males, most of them in grades 4 - 6, are matched with mentors. The program is designed to provide experiences and role models for these young males.

Lawton Public Schools, Oklahoma (U)
Contact: Albert Johnson (405) 357-6900 x. 225

• At-risk elementary school children are mentored by a staff member. Weekly meetings focus on in-school behavior. Mentors also do something with the student outside of school at least once a month.

Lincoln County SD, Oregon (R)
Contact: Ken Settlemier (503) 265-4406

• Elementary school students who are at risk are matched with mentors.

South Umpqua SD 19, Oregon (R)
Contact: Vern Bittner (503) 440-4777

• The Big Brother/Big Sister program is a community effort to provide the family a child does not have.

Lehighton Area SD, Pennsylvania (R)
Contact: Ray Koons (215) 377-6180

• Mentors go through training before being matched. They spend one or two hours per week with their student. At the end of the year, the district sponsors a cookout for participants.

Kershaw County SD, South Carolina (R)
Contact: Rosemary Shuler (803) 432-8416

• High school students act as role models and mentors for elementary school students.

New Underwood SD 51-3, South Dakota (R)
Contact: Connie Tucker (605) 754-6485

• Graduate students from the University of Virginia and business people in the community mentor and tutor students who have difficulties in behavior, schoolwork, or with the courts. Although behavior in school has improved, the students often "revert back to violent behavior once they get back to their neighborhoods."

Charlottesville City Schools, Virginia (U)
Contact: W. T. Lewis (804) 979-9250

• A Total Image Club is a mentoring program for teens. The goal is designed to help teens set positive examples for their peers.

Surry County Public Schools, Virginia (R)
Contact: Stanley Jones (804) 267-2211

• A collaboration with businesses and other community agencies has identified adults who serve as mentors with students. They spend a minimum of one hour per week, and sometimes more, with students.

Edmonds SD 15, Washington (S)
Contact: Suzie Baier (206) 670-7498

• Selected athletes at the high school are paired with fifth grade students. They visit the elementary school and spend time with their buddies. The elementary students are invited to attend athletic events as a guest of their buddy.

Everett SD 2, Washington (U)
Contact: Gary Axtell (206) 356-4515

• Adult mentors work with troubled or "lost" students as mentors. They help the students set goals and focus on human relations skills.

Mukilteo SD 6, Washington (S)
Contact: Suzanne Simmonson (206) 356-1200

METAL DETECTORS

• The school district uses both metal detectors and locker searches to limit the weapons on campus.

Blytheville SD 5, Arkansas (U)
Contact: N/A

• The district has installed metal detectors in each high school and junior high.

West Contra Costa USD, California (U)
Contact: S. Turnwood (510) 234-3825 x. 2002

• After using metal detectors for several years, the number of reported gun incidents in school has dropped. Last year, there were 19 such incidents, fewer than half the number than in the year before.

District of Columbia Public Schools (U)
Contact: Richard Winston (202) 724-4256

• The district conducts weapons searches with metal detectors. This has reduced the number of guns in school.

Duval County Public Schools, Florida (U)
Contact: Michael Herrington (904) 390-2125

• Metal detectors are used on a random basis or if there is suspicion that a student or visitor might possess some contraband.

Volusia County Schools, Florida (S)
Contact: Michael A. Osborne (904) 255-3201

• Metal detectors are used at all student activities, although they are not used regularly during the school day.

Thornton Township HSD 205, Illinois (S)
Contact: Richard Taylor (708) 596-1000

• The school district purchased ten additional metal detectors and uses them for random searches.

St. John the Baptist Parish School Board, Louisiana (R)
Contact: Barbara Ferguson (504) 536-1106

• Police officers and metal detectors are deployed in the high schools. The metal detectors move randomly from school to school. Officers are at school for the beginning and ending of the school day.

Wake County Public Schools, North Carolina (U)
Contact: Public Information (919) 850-1700

• To stem an increasing flow of weapons into schools, students are screened randomly with metal detectors. A male and a female police officer administer the searches.

Toledo Public Schools, Ohio (U)
Contact: Bradley Snow (419) 729-8293

• All secondary school students are scanned with metal detectors before entering school in the morning. This deters bringing weapons to school.

Oklahoma City Public Schools, Oklahoma (U)
Contact: Guy Sconzo (405) 297-6488

• The district purchased hand-held metal detectors for spot checks of students.

SD of Greenville County, South Carolina (S)
Contact: Rudolph Gordon (803) 241-3188

• Based on randomly selected numbers picked each week at the central office, students are selected in the halls, on buses, in classrooms, or at building entrances. They are inspected with hand-held metal detectors.

Norfolk Public Schools, Virginia (U)
Contact: Barry Hylton (804) 441-2811

• Metal detectors may be used when school administrators believe that students may be in danger because of weapons.

Richmond Public Schools, Virginia (U)
Contact: Floyd Wiggins (804) 780-8550

• The school district has purchased two hand-held metal detectors for each high school. They will be used for random searches of students as well as for probable cause searches. They will also be used to scan everyone attending evening events.

Tacoma SD 10, Washington (U)
Contact: Alex Apostle (206) 596-1010

MULTICULTURAL SENSITIVITY TRAINING

• All teachers in the district have taken TESA training, which teaches them to recognize cultural differences and deal with them.

Hamburg SD 51, Arkansas (R)
Contact: Marilyn Chambers (501) 853-9851

• A multicultural club discusses issues and problems with the principal.

Brea Olinda USD, California (S)
Contact: John Johnson (714) 990-7850

• The district has emphasized multicultural awareness for all staff members. Workshops promote understanding and appreciating cultural diversity, learning style differences, and enhancement of self esteem.

Rialto USD, California (S)
Contact: Irene Newton (909) 820-7724

• The Assistance Response Team (ART) serves as an informal fact-finding organization in resolving racial, multicultural, gender, harassment, and discrimination problems. Representatives come from employee groups, the Coalition for Respect and Achievement in Education, the community, and the student body.

Poudre SD R-1, Colorado (S)
Contact: James Sandoval (303) 490-3200

• Working with another district, this school system presented a series of workshops to develop a climate respectful of diversity.

Waterford Schools, Connecticut (S)
Contact: Mike Ganes (203) 442-9401

• Each school in the district sponsors programs and workshops throughout the year on this topic for both staff and students.

Arlington Heights HS Township District 214, Illinois (S)
Contact: Donald Henne (708) 364-8618

• The district highlights and promotes ethnic differences, cultural foods, etc., both during the regular school day and after school in student clubs.

Reavis HSD 220, Illinois (S)
Contact: Larry Daher (708) 599-7200

> ***Our high school tried to address racial concerns on their own. However, we discovered it is much better to involve the community.***
>
> **—from the NSBA survey**

• Multicultural sensitivity training is required of all staff. The training is delivered at the building site. Classified staff receive training on released time.

Des Moines ISD, Iowa (U)
Contact: Mary Lynne Jones (515) 242-7781

• Teams of students, staff, and parents are trained in several facets of human relations. They conduct proactive, ongoing, multicultural living skills discussion groups with high school students.

Howard County Public Schools, Maryland (S)
Contact: Jackie Brown (410) 313-6600

• A.C.O.R.D. is a community/school group organized to foster awareness and sensitivity among all cultural groups.

Northville Public Schools, Michigan (S)
Contact: Robert Sorenson (313) 344-8443

• The Growth and Afrocentric Program enlists the services of African American adults to help develop young African American children so they can cope with the demands of the society in which they live.

SD of the City of Saginaw, Michigan (U)
Contact: Donald Smith (517) 759-2210

• The Americans Club is designed to share with students the cultural differences and heritage of all students in the school. The Shepherds club establishes a "big brother/big sister" relationship between an identified at-risk new student and a successful senior student with whom the new student can identify.

Warren Consolidated Schools, Michigan (S)
Contact: James Tropea (616) 825-2755

• A week-long celebration of ethnic cultures culminates in an evening celebration.

Lynd SD, Minnesota (R)
Contact: Robert Melin (507) 865-4404

Violence is not curtailed by traditional methods of student discipline. The causes for violence must be identified and resolved. Suspensions and expulsions serve only to remove students from school, but allow the problem to fester in the community.
—from the NSBA survey

• World of Difference is a program designed to help everyone accept and become aware of cultural differences.

Pattonville SD, Missouri (S)
Contact: John Glore (314) 739-0776

Also mentioned by
SD of Beloit, Wisconsin (U)
Contact: Ralph Berkley (608) 364-6136

• ACT (All Colors Together) is a multicultural organization helping students become aware of other cultures and develop a respect for their customs. Activities have included preparation of foods and fashion shows of traditional dress.

Carlstadt/East Rutherford Regional Schools, New Jersey (S)
Contact: Catherine Sawchak (201) 935-3007

• A group of parents, support staff, teachers, and administrators meet monthly as the Multicultural Design Team. The group seeks ways to sensitize the school community to the richness provided by cultural diversity in the school system.

Kenmore-Town of Tonawanda UFSD, New York (S)
Contact: Dennis Smith (716) 874-8402

• The school district has a multicultural action plan that is designed to meet the growing needs of the school district's diverse population. The plan is revised regularly by an oversight district committee.

Chapel Hill-Carrboro City Schools, North Carolina (S)
Contact: Ann Hart (919) 967-8211 x. 251

• Following a racial incident, the district began to develop policies, curriculum, teacher inservice, and student support for multicultural programs. Native American parents are participating in this effort.

Bismarck Public Schools, North Dakota (U)
Contact: Tom Hesford (701) 221-3521

• Representatives from the schools, staff, students, and community address concerns about racism and cultural sensitivity. Action teams were formed to establish staff development programs, increase minority staff, teach sensitivity to students, and make sure the curriculum supported multicultural concepts.

Sycamore Community Schools, Ohio (S)
Contact: James W. Sears (513) 791-4848

• The school district's human relations department sponsored nine student leadership activities involving students from nine high schools. The programs were designed to promote a positive school climate by improving students' abilities to serve as leaders in multicultural environments.

Tulsa Public Schools, Oklahoma (U)
Contact: N/A

• The district offers multicultural training.

Ringgold SD, Pennsylvania (S)
Contact: Mary Ann Baker (412) 258-2200

• Seminars on multicultural issues are held for staff members. Eventually, all teachers, principals, and assistant principals will have been through the program.

SD of Greenville County, South Carolina (S)
Contact: Elizabeth DuBose (803) 241-3160

• One high school instituted multicultural sensitivity training for both staff and students. This is in addition to staff training in assertive discipline and student training in conflict mediation.

Metropolitan Nashville Public Schools, Tennessee (U)
Contact: Jim Neely (615) 262-6730

• Individual schools tailor multicultural programs to meet their specific needs. Collaboration with community agencies is a key to providing effective programs.

Edmonds SD 15, Washington (S)
Contact: Marcia Migdall (206) 670-7133

• FACES (For All Concerned Educators and Students) provides diversity training for all district staff on developing an atmosphere in which all students will succeed. The program was developed after many groups of students said they felt as though they were expected to fail in schools.

Seattle Public Schools, Washington (U)
Contact: Mark Della (206) 281-6777

• Through extensive cooperation with parent groups, members of the community, and staff, the district has developed a policy on multicultural sensitivity.

Tumwater SD 33, Washington (S)
Contact: Dr. George (206) 586-9307

• Students have organized a cultural club designed to increase awareness and appreciation of differences. Students work face to face on cooperative projects.

Wenatchee SD 246, Washington (R)
Contact: Joan Wright (509) 663-8117

• Sun Prairie Youth Futures is a community effort that celebrates differences and appreciates diversity across the community. The slogan is R.E.A.C.H. (Respecting Everyone And Celebrating Humanity).

Sun Prairie SD, Wisconsin (S)
Contact: Penny Simmons (608) 837-2541

PARENT SKILL TRAINING

• The Outreach for Drug Suppression program was funded by the Office of Criminal Justice Planning. A grant funded paraprofessional outreach assistants who went into the community and worked with the parents of gang- and drug-involved school-age youngsters. As parents became more involved with the problem-solving processes of the schools, student behavior modified.

Lennox SD, California (S)
Contact: Dan Jurenka (310) 330-4950 x. 230

• Free weekly parenting sessions are held year-round in the evening. These focus on collaboration and community resources.

San Leandro Unified SD, California (U)
Contact: Jean Lovi (510) 638-6603

• The school district, along with the Forest Service and another local employer have set up a child care center for the community. It includes a parenting center with materials to prepare students for school.

Clark County SD 161, Idaho (R)
Contact: Delbert McFadden (208) 374-5215

> *We are finding that the higher our expectations of students, and assisting them to reach those expectations, the better the students do. There are many fewer problems.*
>
> —from the NSBA survey

• The district conducts workshops for parents to teach them how to interact with their children.

Bellwood School District 88, Illinois (S)
Contact: Dorothy Smith (708) 345-3625

• Evening parenting classes are offered to help parents learn to deal with difficult children and difficult family situations. The district describes them as "very successful."

Geneva CUSD 304, Illinois (S)
Contact: Craig Collins (708) 232-7500

• The PTA and the local police departments have established a parent education program that provides parents with information on gangs, drugs, and other youth-related problems.

Palatine Community Consolidated SD 15, Illinois (S)
Contact: James Morrisey (708) 934-2797

• The district's program for at-risk students offers training sessions for parents.

South Henry School Corporation, Indiana (R)
Contact: Lois Crawley (317) 987-7090

> *We do not have as many parents as we had hoped who will attend evening or Saturday presentations. We don't know if this is due to our rural environment (driving distances) or competition from TV and other entertainment or the weariness and busy-ness of our working parents.*
>
> —from the NSBA survey

• The Aiken Optional School is designed to meet the needs of students who cannot function in a regular class. A nursery is provided for students who are parents. Parents must work in the nursery for a minimum period of time each day learning parenting skills.

Rapides Parish School Board, Louisiana (S)
Contact: Tommy Smith (318) 473-8585

• Training is available to parents on such topics as appropriate disciplinary procedures in the home. As a result of this training, it is expected that children will respond positively to school disciplinary efforts.

West Feliciana Parish School Board, Louisiana (R)
Contact: Jesse Perkins (504) 635-3891

• Active parenting is a program designed to help parents develop an appropriate role without excessive punishment or permissiveness.

St. Regis Schools, Montana (R)
Contact: Victor Bennetti (406) 649-2311

• Parent skill and literacy programs are offered in schools at night.

Asheboro City Schools, North Carolina (R)
Contact: Bob Gordon (919) 625-5104

• The Parent Resource Institute for Drug Education (PRIDE) has trained facilitators who then provide training in schools, churches, and homes. The goal is to expand efforts in the minority community.

Cabarrus County Schools, North Carolina (S)
Contact: Mel Denton (704) 786-6191

• Each fall, the district offers a community-based parent convention with a smorgasbord of sessions dealing with topics important to parents.

Dickinson Public Schools, North Dakota (R)
Contact: Betty Neigun (701) 225-1550

• Parents are trained in the seven significant skills essential to the successful parenting process as identified by Dr. Stephen Glenn. Training includes audio tapes, books, role playing, and group discussion.

Eagletown Public Schools, Oklahoma (R)
Contact: J.D. Smith (405) 835-2242

• A Saturday Parent Classroom offers planned activities that help parents discover positive ways to interact with their children both academically and socially.

Sallisaw Public Schools, Oklahoma (R)
Contact: Addie Mae Griffin (918) 775-5544

• The Even Start program, which links parents with social service agencies, has created a major change in attitude among parents.

Hampton SD Two, South Carolina (R)
Contact: Louise Deloach (803) 625-3603

• The school guidance department runs parenting support groups for families of students with behavioral problems.

Union 32 Junior-Senior HS District, Vermont (R)
Contact: John Mercier (802) 229-0321

• PACT (Parents and Children Together) is a parenting program designed to help children by strengthening their families. Interactive video parenting sessions, a parenting library, and a parent-to-parent network are all components of the plan.

Black River Falls SD, Wisconsin (R)
Contact: Marie Marecek (715) 284-4056

PHONES IN CLASSROOMS

• The district has placed phones in all classrooms to allow for immediate communication.

Monroe County Schools, Kentucky (R)
Contact: Marcus Sherfy (502) 487-5456

• Phones were installed in classrooms in the intermediate school.

Huber Heights City SD, Ohio (S)
Contact: Richard Burke (513) 237-6300

• The school district is creating an in-house 911 phone system for all classrooms.

Liberty Central SD, New York (R)
Contact: George Will (914) 292-5400 x. 2004

• Phones in classrooms have made staff members feel much more secure. Response time is almost immediate when crises occur.

Oneida County BOCES, New York (N/A)
Contact: A. Nofri (315) 793-8605

SCHOOL BOARD POLICY

• The school board policy informs students and their parents that the district has a zero-tolerance for weapons on campus or violent acts committed at school.

National SD, California (S)
Contact: Albert Mendivil (619) 267-3040

Also mentioned by
San Diego City Schools, California (U)
Contact: Frank Till (619) 293-8034

• School board policy requires local schools to do school-based safety planning. This has brought parents, staff, neighborhood associations, and businesses together to devise and collaborate on a safety plan. Results include posting drug-free zone signs, increasing church partnerships, and a growing number of mentorships, especially at schools with high concentrations of "no-parent" students.

Oakland USD, California (U)
Contact: Carol Quan (510) 836-8200

> *Relaxing rules and policies generally seems to increase the problem.*
>
> —from the NSBA survey

• The 27 school districts in Orange County are developing and strengthening a group of policies to reduce violence: dress codes, open vs. closed campuses, disciplinary standards/consequences, zero tolerance for weapons possession, graffiti/tagging, possession/abuse of drugs and alcohol, assault/physical abuse, and sexual harassment.

Orange County Department of Education, California (U)
Contact: Nina J. Winn (714) 966-4164

• The school board has adopted several policies to reduce violence: multiculturalism; weapons; harassment/discrimination; personnel diversity. Staff have been trained. Today, the district has a "zero-tolerance" policy for both weapons possession and discrimination.

Poudre SD R-1, Colorado (S)
Contact: James Sandoval (303) 490-3200

• This district has established a "zero-tolerance" policy (meaning expulsion) for any student who brings weapons onto a campus.

St. Johns County, Florida (S)
Contact: Pupil Services (904) 824-7201

Also mentioned by
Fremont Union HS District, California (S)
Contact: Pete Tuana (phone N/A)

• The school board has adopted a proactive policy on gangs and discipline.

Belvidere CUSD 100, Illinois (S)
Contact: Frank Evans (815) 544-0301

• The school board's policy offers specific direction on how to handle weapons violations.

Itasca District 10, Illinois (S)
Contact: G. Acksel (708) 773-1232

• The school board adopted a specific policy related to gang activities. Prohibited activities include representing gangs in school, which has led to a ban on headware or any gang-related clothing. Gang recruiting and gang-related violence are also specifically prohibited.

Niles Township HSD 219, Illinois (S)
Contact: Susan Hoffman (708) 673-6900 x. 4170

• Junior high schools have implemented programs to eliminate gang activities (colors, symbols, graffiti) in the schools. Gang-related activities have disappeared.

Palatine Community Consolidated SD 15, Illinois (S)
Contact: James Morrisey (708) 934-2797

• Students involved in acts of violence face more severe disciplinary action.

Ridgewood Community HSD 234, Illinois (S)
Contact: A.J. Militello (708) 456-5880

• The school district has a discipline policy approved by the school board and reviewed annually by a parent committee. The policy includes a dress code, locker inspections, and expulsion policy procedures.

Seneca Community Consolidated Grade Schools, Illinois (R)
Contact: Larry Walker (815) 357-8744

• The district has developed an explicit board policy on fighting.

Southwestern Community Unit District 9, Illinois (R)
Contact: Bill Mills (618) 729-3211

• The school board recently updated the student good conduct rule, which is the basis of student discipline policies.

Central Community Schools of Clinton County, Iowa (R)
Contact: Jack Klotz (319) 659-0700

• The school board has recently cooperated with legal authorities to develop a specific weapons policy for the schools.

Colby USD 315, Kansas (R)
Contact: Robb Ross (913) 462-3968

• A new district policy requires suspension and police charges for the first fight and long-term exclusion for a second fight. The number of incidents has been greatly reduced. The weapons policy was strengthened to require long-term exclusion for possession of any weapon on campus.

Garden City USD 457, Kansas (R)
Contact: Rich Wilkenson (316) 276-5170 (fighting)
Milt Pippenger (316) 276-5110 (weapons)

• A clear, proactive board policy, combined with a low pupil teacher ratio, have made discipline problems "virtually nonexistent."

Herndon USD 317, Kansas (R)
Contact: N/A

• The school board adopted a policy prohibiting the possession of weapons on school property or at off-site school events. The "zero-tolerance" policy calls for immediate removal, suspension/expulsion, and arrest of violators. As a result, the district experiences realtively few weapons policy violations.

Howard County Public Schools, Maryland (S)
Contact: Dana Hanna (410) 313-6600

• School board policy identifies and prohibits gang activity.

Livonia Public Schools, Michigan (S)
Contact: Ken Watson (313) 523-9258

• The school board has adopted a "gang-free" policy that prohibits any gang-related symbols, clothes, or activity.

Riverview Schools, Michigan (S)
Contact: Michael Krigelski (313) 285-9660

Also mentioned by
Taylor SD, Michigan (S)
Contact: Ruby Lewis (313) 374-1227

• The school board's policy on harassment was amended to include religious and racial violence.

Princeton Public Schools, Minnesota (R)
Contact: Jean Hoffman (612) 389-2720

> *School should be a "safe haven" for students and teachers. No child should come to school and be afraid.*
>
> —from the NSBA survey

• School board policy states that "no student or employee shall be subject to offensive behavior." The policy outlines that remarks or conduct related to race, color, creed, religion, national origin, sexual orientation, disability, age, or status with regard to public assistance are all prohibited.

Wayzata ISD 284, Minnesota (S)
Contact: Bruce Halgren (612) 576-3124

• The school board recently strengthened penalties for weapons violations. Students who commit weapons violations in the community may also be disciplined at school.

Springfield Public Schools, Missouri (S)
Contact: Bud Greve (417) 864-3800

• School board policy prohibits weapons in schools. This new stricter policy includes notifying police when weapons are found.

Ralston Public Schools, Nebraska (S)
Contact: Ken Rippe (402) 331-4700

• The district rewrote school board policy and the student code of conduct in relation to student leadership. Today, the district focuses on success for students and designs programs to ensure that each student is successful.

Elizabeth City-Pasquotank Public Schools, North Carolina (S)
Contact: Joe Paul (phone N/A)

• The school board has developed clear policies regarding school violence.

White Shield SD 85, North Dakota (R)
Contact: Frank White Calfe (701) 743-4575

• The school board has adopted three policies to deter violence: Democratic Ideals and Ethical Practices; Equal Educational Access and Employment Opportunities; Student Suspension, Expulsion, and Emergency Removal.

Cuyahoga Valley JVSD, Ohio (S)
Contact: Nelson Madden (216) 526-5200

• School board policy prohibits drugs or weapons on campus.

New Underwood SD 51-3, South Dakota (R)
Contact: Tim Creal (605) 754-6485

• School district policies include a dress code and a weapons policy (students are expelled for weapons possession). Policy also permits random locker searches.

Grandview SD 116/200, Washington (R)
Contact: Michael Palanuk (509) 882-2271

• School board policy treats gangs and gang activity as "exceptional misconduct" that allows for more severe penalties.

Kelso SD 458, Washington (S)
Contact: Larry Wilgus (206) 577-2478

• School board policy articulates the rights and responsibilities of students and parents.

Mount Baker SD 507, Washington (R)
Contact: Jerry Hunter (206) 592-5153

• The school board has a no-tolerance policy for harassment of any kind.

Mukilteo SD 6, Washington (S)
Contact: Jim Shoemaker (206) 356-1220

SEARCH AND SEIZURE

• The district's search and seizure policy requires only a "reasonable suspicion" for a search to take place.

Buffalo ISD 877, Minnesota (R)
Contact: Nick Miller (612) 682-6800

• A designated number of book bags, athletic bags, or bags for personal items are inspected each week by the principal or his designee. Illegal items are turned over to law enforcement officers.

Washington County, North Carolina (R)
Contact: Robert J. Alligood (919) 793-5171

• The school board has within the last year developed a policy on search and seizure.

Springfield City SD, Ohio (U)
Contact: J. Richard Wiggins (513) 328-2081

• The school board has developed policies that outline expected behaviors and also clarify consequences for violating the policy.

Chippewa Falls SD, Wisconsin (S)
Contact: Larry Annette (715) 726-2417

• The school board passed—and now strictly enforces—a strong policy prohibiting weapons on campus.

Green Bay Public Schools, Wisconsin (U)
Contact: Tom Joynt (414) 448-2100

SECURITY PERSONNEL IN SCHOOLS

• The police department assigns officers to each high school and junior high school. In addition, the school district has security officers assigned to schools. The result is both high visibility and the ability to respond immediately to crises.

Montgomery Public Schools, Alabama (U)
Contact: Ron Smith (205) 269-3937

• The district and the city of Phoenix employ two police officers who are assigned to the Phoenix Preparatory Academy (grades 7 and 8). During the summer, the officers are frequently assigned to the gang squad.

Phoenix Elementary SD 1, Arizona (U)
Contact: Roy J. Bernier, Jr. (602) 257-3782

• Security personnel have been directed to challenge every offense on the campus using "kind, assertive, consistent" methods.

Yuma Union HSD 70, Arizona (S)
Contact: Carol Burton (602) 782-1881

• The school board and the police department agreed to assign one officer to each high school. An additional officer is assigned to the district's "most difficult" middle school.

Alameda USD, California (U)
Contact: Dennis Chaconas (510) 748-4060

• The school board and the police department share the cost of placing a regular-duty police officer on each high school campus.

Antelope Valley Union HSD, California (U)
Contact: Roy Marto (805) 948-7655

Also mentioned by
Merced Union HSD, California (S)
Contact: Charlie Lucas (209) 385-6424

• Security personnel are assigned to the middle school and high school campuses.

Desert Sands USD, California (S)
Contact: Mike Barta (619) 775-3500

• A uniformed officer, trained by the local sheriff's department, is on the campus of the high school. He carries no weapon except a night stick, but is authorized to make arrests.

Hacienda La Puente USD, California (S)
Contact: John Reickewald (818) 333-2201

• The "Adopt a Cop" program has meant that each elementary school classroom has a police officer of their own. Officers visit the classes regularly and attend a year-end barbeque.

Healdsburg Schools, California (R)
Contact: Officer Kevin Young (707) 431-3377

• A deputy sheriff is assigned to the junior high school and high school.

Lynwood USD, California (U)
Contact: Cheryl White (310) 886-1693

• Students in the intermediate grades are given training in conflict resolution skills. They act as a Peace Patrol on the playground.

National SD, California (S)
Contact: Joyce Krutop (619) 474-6791

• Two sheriffs spend full time in the district's intermediate schools.

Palmdale SD, California (R)
Contact: N/A

• Security personnel are in all high schools and middle schools.

Denver Public Schools, Colorado (U)
Contact: Gil Shannon (303) 764-3476

• One full-time youth officer is assigned to the schools.

Groton Public Schools, Connecticut (S)
Contact: N/A

• The school police department places law enforcement officers in every middle and senior high school, special center, alternative schools, and two technical schools. The officers help prevent crime as well as investigate crimes that occur.

Palm Beach County School Board, Florida (S)
Contact: James P. Kelly (407) 434-8435

• The local police department assigns Youth Resource Officers to each middle and high school.

St. Johns County SD, Florida (S)
Contact: Pupil Services (904) 824-7201

Also mentioned by
Duval County Public Schools, Florida (U)
Contact: Michael Herrington (904) 390-2125

St. Lucie County Schools, Florida (S)
Contact: Dennis Hollinger (407) 464-1032

Americus City Schools, Georgia (R)
Contact: Officer Andrew Owens (912) 924-3653

Fulton County Schools, Georgia (U)
Contact: Elaine Crawford (404) 763-6828

Griffin-Spalding County Schools, Georgia (R)
Contact: Larry White (404) 228-8641

Reavis HSD 220, Illinois (S)
Contact: Gene Hauser (708) 599-7200

Riverview Schools, Michigan (S)
Contact: Chief James Bartus (313) 281-4210

Liberty Public Schools, Missouri (S)
Contact: Mary Pat Shelly (816) 792-1005

Lenoir County Public Schools, North Carolina (R)
Contact: Brenda Canup (phone N/A)

Brunswick City Schools, Ohio (S)
Contact: Police Chief Pat Beyer (216) 225-9111

Victoria ISD, Texas (U)
Contact: Victor Rendon (512) 576-3131

Kimberly SD, Wisconsin (S)
Contact: Ron Springer (414) 788-7900

• Local police officers are encouraged to be the district's guest for lunch in the school cafeteria. The presence in the school of uniformed officers is designed to deter violence.

Savannah-Chatham Public Schools, Georgia (U)
Contact: William Briggs (912) 651-7110

• The schools work closely with local police. They offer inservice to staff on gang activities, as well as ongoing support and information. They participate in an evening informational meeting with Latino parents on the subject of gangs.

Arlington Heights CCD 59, Illinois (S)
Contact: N/A

• The district has hired off-duty plainclothes police to be present in school during the school day. Students feel the presence of the officers; parents and staff feel and are more secure.

Kankakee SD 111, Illinois (S)
Contact: Linda Yonke (815) 937-0740

Also mentioned by
Idaho Falls SD 91, Idaho (R)
Contact: Bill Stuart (208) 525-7500

• The district employs a local police officer as a police consultant in each of the high schools. In addition to providing invaluable advice to assistant principals, the consultant is also responsible for educating students.

Palatine HSD 211, Illinois (S)
Contact: Shirley Mertz (708) 359-3300 x. 242

• A retired policeman is now a security officer in the school responsible for student and staff programs regarding security and safety.

Duneland School Corporation, Indiana (S)
Contact: Bill Hanson (219) 926-7658

• The district has maintained security personnel in all schools for the past 25 years. Schools located in high-crime areas are assigned additional personnel. Most officers are local police officers.

Gary Community Schools, Indiana (U)
Contact: James A. Fleming (219) 886-6414

• The police are called every time students are caught fighting in school. In addition, students are subject to normal school disciplinary procedures.

Dorchester County Public Schools, Maryland (R)
Contact: Doug Fleetwood (410) 228-9224

Also mentioned by
DuBoise Area SD, Pennsylvania (R)
Contact: David Distler (814) 371-8111

Lee County Schools, Virginia (R)
Contact: John Collier (703) 346-2107

• Students are charged with disorderly conduct and the police are called when they are fighting in school. They also receive a five-day out-of-school suspension.

Kent County Public Schools, Maryland (R)
Contact: David Kergaard (410) 778-1595

• A greeters program provides for an adult presence in the hallways and around the school grounds during school hours. The greeters are intended to provide a positive image and a welcoming atmosphere in the buildings, but they also help control access to buildings by outsiders.

St. Paul ISD 625, Minnesota (U)
Contact: Associate Director of
Secondary Teaching (612) 228-3612

• A cooperative agreement with the city police department places a police officer in the senior high school. This has helped develop positive relationships between students and police.

Wayzata ISD 284, Minnesota (S)
Contact: Jeff Elavsky (612) 476-3017

• Two hall aides monitor in-school suspension and patrol the halls.

West St. Paul ISD 197, Minnesota (S)
Contact: Judy Johnson (612) 681-2355

• More than 60 school police provide security for all school buildings.

Clark County SD, Nevada (U)
Contact: Jack Lazzarotto (702) 799-1090

• The school district is on the Nevada/California state line and the community has casinos on the state line. Each month, principals, counselors, and law enforcement officials from both states meet to discuss particular events or students in trouble.

Douglas County SD, Nevada (S)
Contact: Sue Grady (702) 588-2446

• The district has hired officers to provide security on campus. They investigate every discipline matter and develop a report that includes the student's grades, attendance, and discipline records. The report is used in determining the action to be taken.

Washoe County SD, Nevada (U)
Contact: Chuck Gaw (702) 348-0200

• Security personnel help maintain order in school buildings and on school grounds.

Camden City Public Schools, New Jersey (U)
Contact: Fred Smith (609) 966-2101

Also mentioned by
Desert Sands USD, California (S)
Contact: Mike Barta (619) 775-3500

Paterson Public Schools, New Jersey (U)
Contact: C. Hawkins (201) 881-6214

Rio Grande City CISD, Texas (R)
Contact: Roel Smith (210) 487-5591 x. 245

• Police are asked to make frequent checks of high schools at night and on weekends. During specific times of the school year when vandalism is expected (e.g., the week before graduation), the district hires police for security.

Union County Regional HSD 1, New Jersey (S)
Contact: Donald Merachnik (201) 379-2154

• Security personnel from the school's Security and Safety Department are in schools solely to maintain order. Their presence helps prevent premeditated and random acts of violence.

Utica City SD, New York (U)
Contact: Arthur Broccoli (315) 792-2297

• Each of four high schools has a uniformed policeman on campus all day and for any night extracurricular activities.

New Hanover County Schools, North Carolina (U)
Contact: Mike Brown (919) 763-1584

• The local sheriff's office assigns a full-time officer to each high school and some middle schools. The program has a "definite" impact on school safety and violence.

Winston-Salem/Forsyth County Schools, North Carolina (S)
Contact: Nelson Jessup (919) 727-2753

• The Police-In-Schools program is a cooperative effort with the local police department. One officer is present in the high schools during the day.

Akron Public Schools, Ohio (U)
Contact: Sandra Shaw (216) 434-1661

• The school system does not have security personnel posted in schools, but does have a group of teachers on special assignment. Operating in a proactive mode, these teachers are the first line of defense before the police are called.

Columbus Public Schools, Ohio (U)
Contact: Moses Hubert (614) 365-5638

• School security personnel have instituted a restitution program. Convicted offenders are court-ordered to make restitution to the school system for property destroyed by criminal acts.

Toledo Public Schools, Ohio (U)
Contact: Bradley Snow (419) 729-8293

• For a minimal investment, a uniformed policeman is visible during the high-travel portion of the school day.

Millwood Public Schools, Oklahoma (S)
Contact: N/A

• Through an agreement with the city, police officers are assigned to the high school and the middle school.

Shawnee Public Schools, Oklahoma (S)
Contact: John Breberg (phone N/A)

• One person in each building becomes the "police chief" and becomes familiar with the school community and students.

Pittsburgh Public Schools, Pennsylvania (U)
Contact: Stanley Rideout (412) 622-3600

• The Youth Services Bureau, a division of the police department, has assigned two-person teams of police officers to elementary, middle, and high schools. The officers work closely with building administrators and have helped to defuse potentially violent situations.

Providence School Department, Rhode Island (U)
Contact: Maureen Raia-Taylor (401) 456-9293

• Trained law enforcement officers are hired to work in secondary schools during school hours. Their purpose is to enforce the law and not to assist the staff in enforcing school board policy.

Corpus Christi ISD, Texas (U)
Contact: Al Ortiz (512) 289-9247

• This year, the school district hired 20 new security officers. They were assigned to schools targeted because of the number and severity of offenses committed during the past year. These target schools will vary from year to year.

Dallas ISD, Texas (U)
Contact: Chad Woolery (214) 824-1620

• The school district made the transition from hall monitors to a school police and security program.

Galveston ISD, Texas (U)
Contact: Chief Eugene Lewis (405) 766-5824

• The use of uniformed officers in school has created a "We" attitude (instead of an "us vs. them" attitude). Even though the district has a growing gang problem, the school environment remains safe.

Marshall ISD, Texas (S)
Contact: Bob Lane (903) 938-3311

• The school district employs a city policeman full-time during the school year to patrol the high school campus. The city employs the same officer during the summer months and on school holidays.

Plainview ISD, Texas (R)
Contact: Dennis Townsend (806) 296-4000

• Because safety is a top priority, school principals work closely with law enforcement to ensure safety.

Round Rock ISD, Texas (S)
Contact: David Solomon (512) 255-2594

• Off-duty policemen work in each high school. They patrol outside areas and are available for crises.

Wichita Falls ISD, Texas (U)
Contact: Rosie Flanigan (817) 720-3270

• School security personnel are sworn peace officers with full arrest powers. They are assigned to high schools and middle schools to patrol and conduct crime prevention and intervention.

Norfolk Public Schools, Virginia (U)
Contact: Barry Hylton (804) 441-2811

• Campus supervisors are assigned to each secondary school to keep non-students off the campus. The supervisors also provide another person for students to talk to.

Federal Way SD 210, Washington (S)
Contact: Ray Jenne (206) 838-5121

• A neighborhood resource officer is available to three schools in the district. One of the officers has an office in the school. The other two are located in community centers, but are often in the schools. This is part of the police department's move to community policing.

Spokane SD 81, Washington (U)
Contact: Captain Roger Bragdon (509) 625-4110

• Through a cost-sharing arrangement with the city police, a full-time police officer is assigned to each high school.

Janesville SD, Wisconsin (U)
Contact: Gary Bersell (608) 758-6430

• Instead of a security force, police are assigned to the schools in a positive liaison capacity.

Stevens Point Area Public Schools, Wisconsin (U)
Contact: Ed Von Feldt (715) 345-5400

SPECIALIZED CURRICULUM

• The district requires all 7th grade students to follow the Skills for Adolescents curriculum.

Crane Elementary SD 13, Arizona (R)
Contact: Nancy Neal (602) 782-5183

• The district teaches an outcomes-based guidance program to all students in grades 7 and 8.

Phoenix Elementary SD 1, Arizona (U)
Contact: Nancy Delecki (602) 257-3805

• The district uses the Lions-Quest Skills for Adolescents and Skills for Growing materials.

Alameda USD, California (U)
Contact: Cecelia Perriera (510) 748-4060

Also mentioned by
Hoover/Schrum SD 157, Illinois (S)
Contact: Dr. Mollin (phone N/A)

• The No Bully Program translates the research on bully-victim conflict into an educational intervention. The project involves four steps. First, a school-wide tone is established and all personnel agree to enforce consequences for bullying. Second, personnel are trained to distinguish bully-victim conflict from normal peer conflict. Third, students are trained and taught to report bullying. Fourth, non-hostile consequences for bullying are established and consistently administered.

St. Vrain Valley SD, Colorado (S)
Contact: Beverly Title (303) 682-7318

• The district uses Arnold Goldstein's programs promoting prosocial behavior to help students develop effective interpersonal skills.

SD of Pasco County, Florida (S)
Contact: Ray Gadd (813) 929-2359

Also mentioned by
Saddleback Valley USD, California (S)
Contact: Trudy Burrus (714) 580-3284

L'Anse Creuse Public Schools, Michigan (S)
Contact: Lois Ulintz (313) 465-1941

Callaway Public Schools, Nebraska (R)
Contact: James R. Grove (308) 836-2272

• Specialized curricula include advisor/advisee programs in middle schools, Skills for Growing in grades K-5, D.A.R.E. in grade 5, and Peer Mediation in grades 1-8.

Arlington Heights Elementary District 25, Illinois (S)
Contact: Maureen Hager (708) 398-4234

• The district, in cooperation with the police department, uses the D.A.R.E. curriculum to teach the harmful effects of drugs.

Galesburg Community Unit SD 205, Illinois (R)
Contact: Judy Nelson (309) 343-4146

Also mentioned by
Irvine USD, California (S)
Contact: David Brown (714) 651-0444

Carrollton City Schools, Georgia (S)
Contact: Tom Upchurch (404) 832-9633

Arlington Heights Elementary SD 25, Illinois (S)
Contact: Maureen Hager (708) 398-4234

Hoover-Schrum SD 157, Illinois (S)
Contact: Mike Wrenbirki (phone N/A)

Brownstown Central SD, Indiana (R)
Contact: Donal R. Neal (812) 358-4271

East Allen County Schools, Indiana
Contact: John Harris (219) 493-3761

Fort Wayne Community Schools, Indiana (U)
Contact: Lee Mohrman (phone N/A)

Shawnee Heights USD 450, Kansas (S)
Contact: Becky Lisher (913) 379-0590

Eminence Independent Schools, Kentucky (R)
Contact: David Baird (502) 845-4788

Calcasieu Parish, Louisiana (R/S/U)
Contact: George Clyde (318) 491-1643

Iberia Parish School Board, Louisiana (R)
Contact: Eugene Baudry (318) 365-2341

Jefferson Davis Parish School Board, Louisiana (R)
Contact: Sheriff Ricky Edwards (318) 824-3850

Plaquemines Parish, Louisiana (R)
Contact: Paul Springer (504) 523-4879

Portland Public Schools, Maine (U)
Contact: Officer Carl Greb (207) 874-8300

Reeths-Puffer Schools, Michigan
Contact: Thomas R. Barry (616) 744-4736

Lynd SD, Minnesota (R)
Contact: Robert Melin (507) 865-4404

Callaway Public Schools, Nebraska (R)
Contact: James R. Grove (308) 836-2272

Milan Village Schools, New Hampshire (R)
Contact: Debbie Stewart (603) 449-3306

Cliffside Park Public Schools, New Jersey (S)
Contact: Michael Romagnino (201) 313-2310

Dumont SD, New Jersey (S)
Contact: Thomas Doud (phone N/A)

Edgewater Park Public Schools, New Jersey (S)
Contact: Dennis Corbett (phone N/A)

Harrison SD, New Jersey (U)
Contact: Officer Frank Falivene (201) 483-4100

North Wildwood Public Schools, New Jersey (S)
Contact: Sam Stubbs (609) 522-1454

Bristol Township Schools, Pennsylvania (S)
Contact: Thomas Cahill (215) 547-3007

Galveston ISD, Texas (U)
Contact: Shelia Lidstone (409) 766-5149

Hitchcock ISD, Texas (R)
Contact: Dough Greathouse (409) 986-5581

Kingsville ISD, Texas (R)
Contact: Roberto Lopez (512) 592-3387

McAllen ISD, Texas (S)
Contact: Sgt. Belinda Cowen (210) 682-4321

Bedford County/Bedford City Schools, Virginia (N/A)
Contact: Martin Wilson (703) 586-1045 x. 248

Roanoke City Schools, Virginia (U)
Contact: William Hackley (703) 981-2300

Virginia Beach City Schools, Virginia (U)
Contact: Mary Pace (804) 427-4274

South Bend SD 118, Washington (R)
Contact: Mike Schroeder (206) 875-5615

South Kitsap SD 402, Washington (S)
Contact: Allen Hughes (206) 876-5998

Oshkosh Area SD, Wisconsin (U)
Contact: Captain Harold Graves (414) 236-5722

More values clarification and positive character building efforts must be incorporated in all areas of the curriculum.

—from the NSBA survey

• The district uses the Positive Life curriculum.

Duneland School Corporation, Indiana (S)
Contact: Robert Jones (219) 926-2151

• The school district has implemented a character education curriculum. Students learn the importance of becoming responsible citizens by participating in large and small group discussions. Activities show them how to think well of themselves, resist negative peer pressure, determine the consequences of their behavior, and develop self discipline.

St. James Parish School Board, Louisiana (R)
Contact: Jacquelyn Brass (504) 869-5375

• The secondary school health curriculum includes units in violence prevention. The district also offers specific electives relating to this topic.

Falmouth Public Schools, Massachusetts (S)
Contact: Helen Ladd (508) 540-2200

• In a Positive Peer Influence class, student leaders (both "positive" and "negative" leaders) are trained in conflict resolution and mediation. The goal is to create a group that has bonded and shares common goals to help their peers create a positive school climate.

Monroe Public Schools, Michigan (S)
Contact: Marian Hellenberg (313) 241-1491

• P.R.E.P. (Personal Responsibility Education Program) teaches children the basic values that are expected in today's society: honesty, self-worth, trust, responsibility, etc.

Pattonville SD, Missouri (S)
Contact: Luther Bellinger (314) 298-4423

The worst thing is not doing anything!

—from the NSBA survey

• A three-part video-based anger management curriculum helps students discuss ways to choose nonviolent alternatives in potentially violent conflict situations.

SD of University City, Missouri (S)
Contact: Kristin Morrison (314) 872-1916

• Here's Looking At You 2000 is a self-esteem program for elementary school students.

Dumont SD, New Jersey (S)
Contact: Thomas Doud (phone N/A)

• A multicultural, non-Eurocentric course is offered at the high school level.

West Windsor Plainsboro Regional SD, New Jersey (S)
Contact: Marti Palmere (609) 799-3200

• Two years ago, this district implemented a values education program to infuse community and school values into subject-oriented materials and content.

Westwood Regional Schools, New Jersey (S)
Contact: Patrick Bower (201) 664-0880

• Second Step, a youth violence prevention program published by the Committee for Children, has been purchased for every elementary and middle school.

Los Alamos Public Schools, New Mexico (U)
Contact: Carol Turner (505) 661-7902

• In grades K-8, students are trained in how to make appropriate decisions and in how to handle conflict.

New Rochelle City SD, New York (S)
Contact: Gerald Kirshenbaum (914) 576-4204

It is best to start awareness training programs early in the curriculum and include community leadership, business partners, and parents to provide input and involvement throughout the school year and in the summer.

- from the NSBA survey

• Straight Talk About Risks (STAR) is designed to prevent children from becoming victims and perpetrators of gun violence. This comprehensive school program teaches students the protective skills needed to avoid threatening situations with guns. These skills include recognizing danger, critical thinking, decision making, refusal skills to combat negative peer pressure, and conflict resolution. The STAR program helps students develop nonviolent, positive attitudes toward themselves, their peers, and their communities.

New York City Public Schools, NY (U)
Contact: Priscilla Chavez-Reilly (718) 935-4121

• STOP the Violence combines lessons from a violence prevention curriculum with a tee-shirt campaign and other activities designed to encourage students to manage conflict productively.

Poughkeepsie City SD, New York (U)
Contact: Ted Petersen (914) 451-4850

• A responsibility education program gives students both a philosophical and a practical foundation for decision making. Staff members are trained in the control theory principles of Dr. William Glasser.

Southern Westchester BOCES, New York
(no category)
Contact: Norman Frumark (914) 948-7271

• A curriculum funded by the New York State Division of Criminal Justice Services teaches "prosocial" skills and helps students to learn more adaptive ways of handling themselves in difficult real-life situations. This has reduced violence.

Sugar Loaf UFSD, New York (R)
Contact: Chuck Giardina (914) 469-2136 x. 315

• A multifaceted program in all the high schools combines discipline, attendance policies, and classroom teaching about these subjects. The program has resulted in many fewer discipline problems.

Carteret County SD, North Carolina (R)
Contact: Clem Williams (919) 728-3514

• The district has an excellent substance abuse prevention program, using both prevention specialists and peer leadership.

Brunswick City SD, Ohio (S)
Contact: Beckie Stolarski (216) 225-7731

• Every school in Dayton will include elements of a character education program. Character traits that the school board has decided to foster include honesty, responsibility, courage, helpfulness, independence, loyalty, cooperation, and imagination.

Dayton Public Schools, Ohio (U)
Contact: Rudolpho Bernardo (513) 224-7364

• The district uses a conflict resolution curriculum in the secondary grades.

St. Bernard-Elmwood Place Schools, Ohio (U)
Contact: Karla A. Rhodeback (513) 641-2020

• The district uses the Positive Action curriculum in grades K-5.

Blackwell Public Schools, Oklahoma (r)
Contact: Dorothy Young (405) 363-4175

• Using techniques from Dr. Stephen Glenn's "Developing Capable People" curriculum, the district has defined student behavior in terms of consequences, both positive and negative, that result from specific actions. Parents are also trained in the program.

Eagletown Public Schools, Oklahoma (R)
Contact: J.D. Smith (405) 835-2242

• The district established a centralized instructional classroom that uses the Violence Prevention Curriculum for Adolescents with high school students involved in conflict-related behaviors, fighting, assaults, weapons offenses, and gang violence. This was a model program, but could be adapted for use at any high school site.

Portland Public Schools, Oregon (U)
Contact: Carolyn Sheldon (503) 280-5840 x. 334

• The district has implemented a values and character development program in each building.

Susquehanna Township SD, Pennsylvania (S)
Contact: N/A

• The Student Assistance Program is a curriculum-based approach to dealing with student problems. Trained counselors at each school make referrals to community agencies and help students make healthy life style decisions through support groups, tutoring, mentoring, and individual counseling.

McAllen ISD, Texas (S)
Contact: Sharon Wilkes (210) 632-3278

• The district created its own curriculum to help students learn to deal with conflicts. The curriculum has received state approval.

Pasadena ISD, Texas (S)
Contact: Roger Woest (713) 920-6948

• Positive Action for Youth (PAY) is a comprehensive substance abuse and violence prevention program. It includes lessons on conflict resolution, parenting programs, a hotline, and community/school committees to address violence.

Culpeper County Public Schools, Virginia (R)
Contact: Paul Asciolla (703) 825-3677

STAFF DEVELOPMENT

• A partnership between the Tucson Police Department and the school district has provided ongoing staff development in eleven elementary schools. Areas include teaching decision making, mediation strategies, and building responsibility.

Amphitheater Public Schools, Arizona (S)
Contact: Skip Woodward (602) 690-7793

• All staff members (certified and classified) have been trained in the Student Assistance Program. They have been made aware of difficulties faced by today's children and trained in how to be effective listeners.

Clarksdale-Jerome SD 3, Arizona (R)
Contact: Ann Conway (602) 634-5035

• Staff development has focused on ways the district can prevent gangs from getting a foothold in the school system.

Globe USD, Arizona (R)
Contact: Carol Warren (602) 425-3211

> *We believe that prevention should be the best first defense against violence.*
> - from the NSBA survey

• Teachers received a three-day inservice on a variety of subjects related to violence: drugs, gangs, graffiti, etc. Staff members may volunteer to serve as members of the CORE team. They are assigned students who are referred to them by teachers or parents. Teachers act as listeners.

Saddleback Valley USD, California (S)
Contact: Carol Lerman (714) 580-3222

• The district has invited the local police to instruct faculty (also parents) on gangs.

Minooka HSD 111, Illinois (R)
Contact: Jim Naylor (815) 467-6147

• A two-day training program on managing and motivating student behavior is offered to school teams. They in turn take the lead in developing schoolwide discipline policies. The emphasis is on prevention, support, and correction.

SD of Pasco County, Florida (S)
Contact: William Alexander (813) 929-2362

• Sessions on how to recognize gangs and gang-related activities in schools are part of the school district's inservice program.

Central Community Schools of Clinton County, Iowa (R)
Contact: Diane Prichard (319) 659-0700

Also mentioned by
Sawton SD 18, Arizona (R)
Contact: Jacob Garcia (602) 963-2911

• The district targets certain groups of staff members who would benefit from specific staff development on student behavior. For example, bus drivers have been given management training similar to special education teachers working with students with behavioral disabilities.

Muscatine Community SD, Iowa (U)
Contact: Robert Slotterback (319) 263-7223

• All faculty participated in six hours of training centered around the theme of succeeding with difficult students.

Chanute USD 413, Kansas (R)
Contact: Larry Nelson (316) 431-4650

• Using grant money, every staff member and a number of parents and community members are being trained in drug/alcohol prevention and intervention.

DeSoto USD 232, Kansas (S)
Contact: Debbie Bottoms (phone N/A)

• Nonviolent crisis prevention and intervention training offers educators strategies for de-escalating potentially violent situations both verbally and, if necessary, physically. This is an intensive eight-hour training program.

Wichita USD 259, Kansas (U)
Contact: Jane Richards (316) 833-4485

• A supervisor and police officer from a nearby parish conducted violence training for all administrators, modeled on the training police officers are given.

Evangeline Parish, Louisiana (R)
Contact: Patsy Mitchell (318) 363-6651

• Staff members participate in urban immersion programs.

Kirkwood R-7 SD, Missouri (S)
Contact: Mike Eldridge (314) 965-9541

• Harmony in a World of Difference is a multi-dimensional community process to improve race relations, increase respect for cultural diversity, and eliminate prejudice, bigotry, and racism. This district's staff members are involved in professional development opportunities with the program.

Liberty Public Schools, Missouri (S)
Contact Dee Rosebrous (816) 781-4589

• The district coordinates inservice programs for counselors on how to deal with violence against other students or faculty.

Special SD of St. Louis County, Missouri (S)
Contact: James Evans (314) 569-8200

• Discipline With Love and Logic is a professional development program for teachers as well as a curriculum for elementary school students. One major goal is to teach children to make appropriate decisions as they learn to own and solve problems in a positive way.

Billings SD 2, Montana (U)
Contact: Jim Strecker (406) 255-3500

• This rural district is attempting to be proactive with respect to gangs. School board members, staff, and parents have received information on gangs.

Storey County School District, Nevada (R)
Contact: Bill Kolton (702) 847-0983

• The district has provided inservice to teachers on what to do if violence occurs, how to react to such an act, and their rights as educators.

White Pine County SD, Nevada (R)
Contact: Jan Cahill (702) 289-4851

• Staff members have been trained in how to deal with violence in schools.

Camden City Schools, New Jersey (U)
Contact: Robert Gottschall (609) 966-2000

• The district incorporates two days of staff development into the school calendar. Topics have included violence and sexual harassment. Monthly faculty meetings also address these topics.

Marlboro Township Schools, New Jersey (S)
Contact: Thomas Nicola (908) 972-2042

• STAR (Straight Talk About Risks) was a seminar teaching about gun safety and risks from weapons the principal and two teachers attended.

North Wildwood Public Schools, New Jersey (S)
Contact: Sam Stubbs (609) 522-1454

• Two district-wide inservice sessions on multicultural sensitivity and prejudice were conducted for all staff members.

Los Alamos Public Schools, New Mexico (U)
Contact: Carol Turner (505) 661-7902

• The CHILL (Changing Hostility Into Listening and Learning) program is designed to help faculty members spot, understand, and deal with hostility before it escalates into violence.

Liberty Central SD, New York (R)
Contact: Regina Wagner (914) 292-5400

• The police are designing inservice classes for all staff.

Sycamore Community Schools, Ohio (S)
Contact: James W. Sears (513) 791-4848

• Legal counsel has provided staff development for building administrators. The district has also provided inservice training for teachers in identifying and dealing with gangs.

Broken Arrow Public Schools, Oklahoma (S)
Contact: Ron Clark (918) 259-4310

• A week-long "summer camp for educators" trains teachers in ways to relate their subjects to occupations and jobs of interest to students.. An indirect goal of the program is to reduce violence by engaging students.

Central Oklahoma Area Vo-Tech. School, Oklahoma (N/A)
Contact: Pat Ernst (918) 352-2551 x. 229

• Several hundred staff members have attended two-day REACH (Respecting Ethnic And Cultural Heritage) training. They learn how cultural differences can affect the success of children in school. At the workshops, teachers are introduced to a curriculum that can be used at every grade level to help students appreciate differences among their peers.

Salem-Keizer Public Schools, Oregon (U)
Contact: Geraldine Hammond (503) 399-3353

• Staff development has focused on the area of managing disruptive behavior. Nonphysical methods for preventing and controlling disruptive behaviors are highlighted. Teachers who have completed the program expressed positive comments.

Central Dauphin SD, Pennsylvania (S)
Contact: Joseph Schell (717) 558-9461

• Education about gangs has been a major focus of this district's pre-school inservice program.

Two Rivers SD, Wisconsin (R)
Contact: Keith Martin (414) 793-4560

STUDENT CONDUCT/DISCIPLINE CODE

• A student code of conduct clearly spells out the formal disciplinary actions that may be taken. These include after-school detention, work assignments, corporal punishment, disciplinary probation, in-school suspension, school bus suspension, suspension, and expulsion.

Madison County Schools, Alabama (R)
Contact: Ray Swaim (205) 532-3525

• The Uniform Code of Student Conduct specifically outlines specific consequences for violations, as well as due process procedures. Staff members have received training in implementing the code and are expected to apply it in an even-handed and equitable manner.

Montgomery Public Schools, Alabama (U)
Contact: Ron Smith (205) 269-3937

• Students are taught the information in the student handbook and must pass a test each year. Parents must sign a form indicating that they have read the rules and understand them.

Crane Elementary SD 13, Arizona (R)
Contact: Bob Klee (602) 726-0553

• The student discipline code is developed on the principle that students are not to participate in any behavior that could be harmful to themselves or someone else.

Window Rock USD 8, Arizona (R)
Contact: Charles Grant (602) 729-5704

> *It appears that the more efforts we attempt based on positive student well-being, the more success we have.*
> - from the NSBA survey

• Parents must review the student handbook with their child(ren) and sign a statement saying they have done so.

East Maine SD 63, Illinois (S)
Contact: Donald Stetina (708) 299-1900

• The student handbook includes specific policies on the consequences of being involved with gang activity.

Minooka HSD 111, Illinois (R)
Contact: Steve Thomas (815) 467-2147

• The district believes that students will meet those expectations that are clearly identified and valued. Each year, every building principal and a committee of parents, teachers, and (in some cases) students review the building's code of conduct. Changes are publicized throughout the spring and summer.

Urbana SD 116, Illinois (U)
Contact: Robert Nielsen (217) 384-3651

> *Students and parents respond to rules if they know the expectations and that any incident will be dealt with quickly and firmly.*
> - from the NSBA survey

• All students are expected to adhere to a written discipline code approved by the school board. The code makes disciplinary action consistent for all students.

South Henry School Corporation, Indiana (R)
Contact: Michael Newport (317) 987-7988

• The school district's student conduct code, which includes a dress code, clarifies expectations for student behavior.

Eddyville Community SD, Iowa (R)
Contact: Arnie Snook (515) 969-4288

• Disciplinary expectations have been defined and published.

Halstead-Bentley USD 440, Kansas (S)
Contact: N/A

Also mentioned by
Mid-East Ohio Vocational SD, Ohio (R)
Contact: Howard Twiggs (614) 454-0101 x. 134

Wittenberg-Birnamwood SD, Wisconsin (R)
Contact: David Bardo (715) 253-2211

• A new, updated student behavior code defines penalties for possession of weapons on campus. It provides sanctions for students with look-alike weapons as well as real weapons.

Valley Center Schools, Kansas (S)
Contact: Ron Matthews (316) 755-7130

> *Only consequences change behavior. Warnings reward bad behavior.*
> - from the NSBA survey

• Negative behaviors are specifically listed in the student discipline code along with the punishment students can expect. This ensures an even-handed approach to disciplinary issues.

Monroe County Schools, Kentucky (R)
Contact: Prentice Stanford (502) 487-5456

• All students receive the school district's discipline code in the student handbook.

Rockwood SD, Missouri (S)
Contact: Joe Powers (314) 938-5225

• A discipline matrix is revised annually by students, faculty, administrators, parents, and the school board. It forms an objective format to allow consistent application of board policies and corrective measures.

St. Regis Schools, Montana (R)
Contact: Keith Schauf (406) 649-2311

• A code of conduct for students was developed by a team of parents, students, teachers, and business leaders, including legal experts. The code addresses both school events and functions as well as student actions at non-school-related events. It clarifies the punishment for drug or alcohol offenses.

Westside Community Schools, Nebraska (S)
Contact: Jim Findley (402) 390-3309

• The student handbook describes appropriate behavior, conduct, dress, and decorum.

West Seneca Central Schools, New York (S)
Contact: David Cohn (716) 674-2020

Also mentioned by
Southeastern Greene Schools, Pennsylvania (R)
Contact: William Guappone (412) 943-3401

• An updated Student Rights and Responsibilities document is being developed. The handbook will cover expectations for student behavior.

Henderson County Public Schools,
North Carolina (R)
Contact: Henry Hill (704) 697-4733

• The student discipline code has been revised so it is easier to understand and to apply. It includes a clear statement of expectations for students.

Scotland County Schools, North Carolina (R)
Contact: Ray Oxendine (919) 276-7370

• Demerits are assigned for specific violations of the student code. Consequences include detention, suspension, and expulsion.

Indian Creek Local SD, Ohio (S)
Contact: Joseph M. Roshak (614) 282-4508

• "Zero Tolerance" provides no leniency for serious behavior infractions related to violent or potentially violent acts. Students involved in violence or weapons infractions are removed from campus for the remainder of the current semester and the next semester. They are also recommended for expulsion. Police agencies may also be involved.

Union Public Schools, Oklahoma (S)
Contact: Mike O'Hara (918) 252-2581

• Student conduct and related discipline are spelled out in a student handbook. It is easier for a vocational school to justify a dress code by relating it to industry standards.

Fayette County Area Vo-Tech School,
Pennsylvania (R)
Contact: Andrew Sholtis (412) 437-2721

• Student violence is not handled in the school. Offenders are taken to the magistrate..

Somerset Area SD, Pennsylvania
Contact: Richard Shokey (814) 443-2831

• The student code of conduct was developed by staff and parents over a three-year period. It includes intervention steps to head off developing problems and requires parent involvement early in the process.

Hampton SD Two, South Carolina (R)
Contact.: Al Eads (803) 625-2875

• The district has just revised and passed a new student conduct and discipline code.

Kershaw County SD, South Carolina (R)
Contact: Mary Ann Blaskowitz (803) 432-8416

• The student code of conduct specifically outlines procedures for dealing with misconduct. It enumerates violations and spells out due process for students.

Johnson City Public Schools, Tennessee (S)
Contact: David Chupa (615) 434-5215

• A district-wide discipline policy is being reviewed in conjunction with community discussions on youth violence.

Alexandria City Public Schools, Virginia (U)
Contact: Angie Godfrey (703) 683-5014

• As a result of a safe school committee, the school system has clearly identified expectations for student behavior. Parents must read and sign the discipline code.

Spotsylvania County Schools, Virginia (R)
Contact: Edlow Barker (703) 898-6032

• The student code of conduct, called a partnership in responsibility, spells out rights and responsibilities of students, parents, and school division personnel.

Virginia Beach City Public Schools, Virginia (U)
Contact: Anne Meek (804) 427-4373

STUDENT PHOTO ID SYSTEM

• All students carry a computer-generated photo ID card that must be presented at any school activity.

Jennings County Schools, Indiana (R)
Contact: Jim Neff (812) 346-5588

• Students' lunch cards, which include their photograph, are used as identification cards.

Lafourche Parish School Board, Louisiana (R)
Contact: Lorene Watkins (504) 446-5631

• Students must wear a photo ID to board school buses and attend classes. This makes it easy to identify anyone who does not belong.

Oklahoma City Public Schools, Oklahoma (U)
Contact: Gloria Griffin (405) 297-6543

• A photo ID program also makes it easier to keep track of all school lunch categories.

Marion Center Area SD, Pennsylvania (R)
Contact: John Pino (412) 397-5551

• Students are required to wear a clip-on photo ID badge. In addition to making it more difficult for unauthorized people to come on to school property, the ID also makes it easier to contact parents in the event of a medical emergency.

Victoria ISD, Texas (U)
Contact: Melissa Porche (512) 575-7451

• All students are required to wear a photo ID or have it in their possession at all times when they are on campus.

Wilmer-Hutchins ISD, Texas (S)
Contact: Annie Lee (214) 225-6143

• A student photo ID system is an integral part of the registration process at the high school.

Oak Harbor SD 201, Washington (S)
Contact: Joyce Foxx (206) 679-5806

SUPPORT GROUPS

• The school guidance department works with groups of students.

Brownstown Central SD, Indiana (R)
Contact: Jan Munter (812) 358-3453

Also mentioned by
Plainfield Community CSD 202, Illinois (S)
Contact: Denise Claessens (815) 436-3200

• L.I.T.E. is a teen mentor and support group. Teens meet and discuss alternative strategies for activities outside of school. The group also acts as peer helpers.

DeSoto USD 232, Kansas (S)
Contact: N/A

• Students, staff, and parents can all take part in support groups. The communication channels that have developed in these groups have helped reduce problems.

Kelloggsville Public Schools, Michigan (U)
Contact: G.P. Stamas (616) 532-1570

• The Alpha program is an intervention program organized through high school counseling departments. Students who are at risk because of drug abuse, disciplinary violations, or other causes take part in adult and peer counseling. The program also makes referrals to community agencies.

Livonia Public Schools, Michigan (S)
Contact: Dean Schutz (313) 523-9196

• The district uses cross-age counseling, primarily focused on areas other than violence.

Standish-Sterling CSD, Michigan (R)
Contact: N/A

• Each building has a CHOICES program that addresses some student needs that may affect student behavior—grief, divorced parents, chemical dependency, among others. Students may participate only with parental authorization.

Blue Springs R-IV SD, Missouri (S)
Contact: Pam Petrillo (816) 224-1403

• Once a week a counselor from a local mental health agency leads a support group for students who now have or who have had chemical dependency problems. Seventh and eighth grade students who are having some problems coping with school also have a support group that meets weekly.

SD of Crete, Nebraska (R)
Contact: Don Ridder (402) 826-5811

• The Student Assistance Program (SAP) sponsors groups to meet the needs of students. Examples of these groups include friendship, family problems, eating disorders, loss of parent.

Douglas County SD, Nevada (S)
Contact: Mary Wollery (702) 782-7179

• The school district sponsors several support groups.

Espanola Public Schools, New Mexico (R)
Contact: Michael Roybar (505) 753-4703

• Mac Scholars is a support group for African American males. Seniors in high school are paired with entering ninth graders. They meet weekly to discuss problems and monitor the progress of the younger students.

Shaker Heights City SD, Ohio (S)
Contact: Mary Lynn McGovern (216) 295-4208

• The district offers support groups for students in grades 6 through 12. They are organized around a variety of needs—for example, divorce, pregnancy, substance abuse, and tutoring.

Bartlesville ISD I-30, Oklahoma (R)
Contact: Brenda Becker (918) 333-4444

• Multiethnic support groups led by a counselor discuss situations that can cause tensions. Students also think about ways to defuse the tension.

Muhlenberg SD, Pennsylvania (S)
Contact: Ann Loose (215) 921-8055

• School counselors and other youth agency personnel conduct small support groups.

Southern Fulton SD, Pennsylvania (R)
Contact: Mary Louise Coleman (717) 294-2203

• The school district offers a variety of support groups for students. Topics include grief, living with an alcoholic, minorities, recovery, eating disorders, dealing with divorce, teen pregnancy, and smoking.

Mead SD 354, Washington (S)
Contact: Susanne Tuson (509) 468-3050

• Teen Outreach groups meet during school hours.

Washakie County SD 1, Wyoming (R)
Contact: Mike Hettmanek (307) 347-2412

SUSPENSION

• Students who are suspended are given the opportunity to attend a suspension alternative program (SAP). In the morning, a teacher monitors their work to make sure they complete school assignments. In the afternoon, an employee from the Juvenile Probation Court supervises community service.

Benson Union HSD 9, Arizona (R)
Contact: Lou Burleson (602) 586-2213 x. 616

• This school district has a "zero-tolerance" policy for fighting. Typically, students who fight are suspended and their parents must come to school before they can return.

Clarkdale-Jerome SD 3, Arizona (R)
Contact: Jim Gemmill (602) 634-5035

• Even when students are suspended, they must attend school during the regular school day. They serve their suspensions after school from 3:00 - 6:00, with administrative supervision.

Earlville CUSD 9, Illinois (R)
Contact: Larry Imel (815) 246-8361

• Students assigned to the in-school suspension program complete curricular modules linked directly to the behavior that led to the suspension. Many of the modules emphasize appropriate problem solving skills.

Proviso Township High Schools, Illinois (S)
Contact: Cynthia Richardson (708) 449-6400

> *Suspensions do not work. Students don't care whether they are suspended or not.*
>
> —from the NSBA survey

• The Alternative Learning Program is a short-term program for students who have lost the privilege of attending their home school, who have shown they cannot function constructively in a traditional setting, or who have exhibited a need for a specialized program so they may continue their education. Students in grades 4 through 12 are referred from their home school.

Fort Wayne Community Schools, Indiana (U)
Contact: William Chavis (phone N/A)

• Alternative learning classrooms at the high school and middle school provide supervision for in-school suspension.

Chanute USD 413, Kansas (R)
Contact: Ron Spire (316) 431-3280

Also mentioned by
Kent County Public Schools, Maryland (R)
Contact: David Kergaard (410) 778-1595

Findlay City SD, Ohio (N/A)
Contact: Vicki Brian (419) 425-8302

Newport News Public Schools, Virginia (U)
Contact: Elva Hunt (804) 591-4651

• Whenever it is necessary to suspend a student, in-school suspension is used.

Herndon USD 317, Kansas (R)
Contact: N/A

Also mentioned by
Midland Public Schools, Michigan (U)
Contact: Herb Scogg (517) 839-2401

Alcorn County SD, Mississippi (R)
Contact: Mike Wamsley (601) 286-5591

Rockwood SD, Missouri (S)
Contact: Karen Herman (314) 862-3424

Putnam County Schools, Tennessee (S)
Contact: Willard Gore (615) 526-9777

Benavides ISD, Texas (R)
Contact: Trinidad Perez (512) 256-3311

• Project AIM provides in-school suspension for minor problems.

Anderson County SD, Kentucky (R)
Contact: N/A

• Students who are out of control, or who are having a bad day, are sent to a time out room to cool off and refocus. Students may be sent to the room for suspension as well.

Eminence Independent Schools, Kentucky (R)
Contact: David Baird (502) 845-4788

• Students can be asked to serve a suspension on Saturday.

Newport ISD, Kentucky (U)
Contact: Lettie Hamm (606) 292-3004

Also mentioned by
St. Martin Parish School Board, Louisiana (R)
Contact: Luther Frederick (318) 394-6261

Unionville-Chadds Ford SD, Pennsylvania (S)
Contact: Dr. Maher (215) 347-1600

• Students who are assigned to in-school suspension must successfully meet academic and behavior requirements to be reinstated in school.

St. Martin Parish School Board, Louisiana (R)
Contact: Luther Frederick (318) 394-6261

• The in-school suspension program was developed to keep students in school, reduce tensions, and allow for problems to be settled in house. It has reduced the potential for out-of-school situations affecting in-school behavior.

Whittier Regional Vo-Tech, Massachusetts (S)
Contact: Drew White (508) 373-4101 x. 229

• Parents are contacted for any suspension involving violence.

Millington Community Schools, Michigan (R)
Contact: Don Zoller (517) 871-5242

• Project Rescue is an alternative to long-term suspension operated by an outside contractor.

SD of the City of Saginaw, Michigan (U)
Contact: Ronald Schneider (517) 759-2213

• For a first offense involving drugs or alcohol, a student receives a 10-day suspension (or less). However, students must also receive counseling from the principal regarding the seriousness of the incident before readmittance. A second incident results in a 90-day suspension.

Blue Springs R-IV SD, Missouri (S)
Contact: Chris Belcher (816) 224-1300

• Students who are suspended for assaults, weapons, or drugs are referred to a five-week program at a location away from their home school. Parents must participate in the program.

Hazelwood SD, Missouri (S)
Contact: Nancy Swan (314) 839-9500

• Students who have violated school rules, not involving weapons possession, are placed in a separate self-contained, in-school setting. Teachers send assignments to the alternative school.

Durham Public Schools, North Carolina (U)
Contact: Gloria Lunsford-Boone (919) 560-2037

Suspending students out of school for fighting has not worked. The system is moving toward a system-wide plan for conflict resolution and peer mediation.
—from the NSBA survey

• As a disciplinary measure, students may be assigned two hours of after-school or Saturday detention. These programs are staffed by a professional teacher.

Elkin City Schools, North Carolina (R)
Contact: Tom Caton (919) 835-3858

Also mentioned by
Lexington Public Schools, Nebraska (R)
Contact: Tom Kruger (308) 324-4691Governor

Governor Mifflin SD, Pennsylvania (S)
Contact: Chris Sheck (215) 775-5089

• Students aged 14 or 15 who are suspended for a year may attend an alternative school financed by the local Job Training and Partnership Act program.

Guilford County Schools, North Carolina (N/A)
Contact: Lillian Plummer (phone N/A)

• Suspension is being more strictly applied whenever there is an incident of violence away from school that has the possibility of continuing onto the school campus.

Henderson County Public Schools,
North Carolina (R)
Contact: Charles Byrd (704) 796-4733

• Students who fight—regardless of the cause—are suspended.

Mid-East Ohio Vocational SD, Ohio (R)
Contact: Howard Twiggs (614) 454-0101 x. 134

• Students who violate the discipline code must take part in the After School Assistance Program (ASAP).

Little Axe Public Schools, Oklahoma (R)
Contact: Danny Swopes (405) 329-1611

• School board policies have changed to give little tolerance to continuous misconduct. In-school suspension has isolated students and been a positive reinforcer for good behavior.

Marietta Public Schools, Oklahoma (R)
Contact: Steve Henderson (405) 276-3204

• In-school suspension is supervised by a certified teacher and includes a strong counseling component. The goal is to address the root cause of the student's inappropriate behavior and not just to provide a temporary solution to a recurring problem.

Galena Park ISD, Texas (S)
Contact: Shirley J. Neeley (713) 672-7491

• Students in grades 5 - 12 with a history of chronically disruptive behavior can be referred to an intensive, three-day program of training and school-based follow-up. The program includes a mandatory parent component.

Fairfax County Public Schools, Virginia (S)
Contact: Steven Dolinger (703) 246-2220

• The district has recently changed from using only in-school suspension to also assigning out-of-school suspension. "The kids hate it," the district reports.

Johnson Creek Public Schools, Wisconsin (R)
Contact: Steve Putz (414) 699-3481

VOLUNTEER PARENT PATROLS

• This district is using volunteer parent patrols.

Fairfield HSD 4, Alabama (S)
Contact: Charles McGhee (205) 780-6137

• The fathers in one school have organized an extensive volunteer program that attempts to provide male role models for students at every age level.

Matteson Elementary SD 159, Illinois (S)
Contact: Henry Swan (708) 720-1300

• Security Dads are a volunteer parent patrol. The group is used to provide added security at extracurricular events.

Boyd County Public Schools, Kentucky (S)
Contact: Andy Ballash (606) 928-6473

> *Parents and community judge schools, but seldom volunteer to come to the school to help with monitoring students.*
>
> —from the NSBA survey

• Parents volunteer to supervise the school grounds and parking areas for all school activites. The presence of adults deters groups from congregating outside the building.

Three Village Central SD, New York (S)
Contact: Mary Holtmeier (516) 689-8407

• Dads on Patrol involves volunteer fathers who patrol the halls. They provide fatherly direction to students and encourage them to comply with the rules of behavior.

Houston ISD, Texas (U)
Contact: Welch Middle School (phone N/A)

WORK OPPORTUNITIES

• On an individual basis, the district may develop a work experience placement for students who are not successful in the regular program.

Southwestern Community Unit District 9, Illinois (R)
Contact: Paul Tonsor (618) 729-3211

• Students who are at risk of dropping out have the opportunity to work two hours a day at job sites that emphasize the relationship between school learning and job skills.

Lyons USD 405, Kansas (R)
Contact: Larry Walker (316) 257-5114

• Students age 16 or older who are at least two grade levels behind may attend a tech prep program at the area vocational school. They may also enroll in a GED program.

Allen Parish School Board, Louisiana (R)
Contact: Shelton Eubanks (318) 639-4311

• A dropout recovery program serves students ages 16 to 21 who have dropped out of school and are economically disadvantaged. They combine school with work.

Jefferson Davis Parish School Board, Louisiana (R)
Contact: Johnnie Adams (318) 824-0597

• The district is working with a local industry to develop a manufacturing project.

Wayne Public SD 17, Nebraska (R)
Contact: Dennis Jensen (402) 375-3150

• Students can earn credit through a program that combines on-the-job experience with classroom instruction.

Bethpage UFSD, New York (S)
Contact: Ed Gehl (516) 733-3740

• In the community-as-school program, some students work at various job placements. It helps socialize the residential students to regular society, channeling aggressive impulses into constructive world-of-work learning experiences.

Sugar Loaf UFSD, New York (R)
Contact: Stephen Janove (914) 469-2136

• Students who are economically or academically disadvantaged are enrolled in occupational work programs that allow them to remain in school as they develop work habits.

Indian Creek Local SD, Ohio (S)
Contact: Joseph Roshak (614) 282-4508

• A tech prep program helps students get involved in receiving advanced training and working with business and industry.

Indian Capital Area Vo-Tech School, Oklahoma (R)
Contact: Sue Godwin (918) 682-1965

• Through career guidance, the district helps students find a field of training that will not only help them find employment, but also satisfaction and happiness.

Indian Capital Area Vo-Tech School, Oklahoma (R)
Contact: Jeanie Ford (918) 682-1965

• The school district helps students who have low self-esteem or who live at or near the poverty level get jobs under school supervision. Apprenticeship programs are sought whenever possible. Many students have responded positively..

Galax City Public Schools, Virginia (R)
Contact: Jimmy Stuart (703) 236-2911

• Project RODEO (Reach Out to Develop Employment Opportunities) is funded by the Job Training and Partnership Act. It provides a second chance for students who have not completed high school and combines job training with classroom instruction.

Lynchburg City Schools, Virginia (U)
Contact: Roger Jones (804) 522-3700 x. 103

OTHER

• A School Safety Committee reviews and plans for security for all schools and school activities.

Birmingham Public Schools, Alabama (U)
Contact: Samella Martin (205) 929-8145

• School and community members established a Weapons Task Force. The group met several times to decide what should be done to make campuses safer. The group developed a list of 21 recommendations, which were adopted by the school board.

Amphitheater Public Schools, Arizona (S)
Contact: Linda Loomis (602) 690-8059

• The district developed a multi-media campaign designed to keep guns out of the hands of children. Brochures, posters, and mailings were developed to tell adults how to lock up their guns. The district will also produce a video for students in grades 7-12 about the dangers and consequences of weapons.

Peoria USD, Arizona (S)
Contact: Sandi Hicks (602) 486-6040

• The district has provided staff with audio-visual materials to support the school's violence prevention efforts.

Sawton SD 18, Arizona (R)
Contact: Jacob Garcia (602) 963-2911

• The school district sponsors a home room incentive program that uses positive incentives to reward students for positive behavior.

Yuma Union HSD 70, Arizona (S)
Contact: Barb Bradford (602) 782-1881

• Project Courage is an after-school program that gives students a structured, safe, chaperoned place to go after school. Students learn to get along and do things in a cooperative way.

Lake Elsinore USD, California (R)
Contact: Donna Opoku-Agyemon (909) 674-7731

• A Student Arbitration-Resolution Board is comprised of administrators, teachers, counselors, and parents. This group is objective and helpful in dealing with serious problems.

Pleasant Valley Elementary SD, California (S)
Contact: Howard Hamilton (805) 455-8626

• The school district has removed all lockers. This has reduced tardiness to class, conflict, and vandalism.

San Diego City Schools, California (U)
Contact: Alex Rascon (619) 293-8053

• The district received a Healthy Start grant that provides medical, dental, and counseling services for children at the elementary level.

Vacaville USD, California (S)
Contact: Judith Cook (707) 453-6140

• A district hotline is available for both school staff and members of the public. The public can call with information; administrators can respond immediately.

Ventura USD, California (S)
Contact: Joseph Spirito (805) 641-5000

Also mentioned by
Capistrano USD, California (S)
Contact: Thomas R. Anthony (714) 489-7224

• SOS (Save Our Schools) is a grassroots community group that helps teachers, students, and parents.

Ventura USD, California (S)
Contact: Joseph Spirito (805) 641-5000

• At one high school, "Code Red" brings scores of adults to the scene of any potential gang rivalry. As a result, "the word has pretty well gone out" through the community that the school is not to be the scene of violence.

El Paso (Widefield) SD 3, Colorado (S)
Contact: Gary Wisler (719) 392-3427

> *We certainly have not found all the answers, but we are running a very safe, disciplined school in a time when society would make this a difficult task.*
>
> —Gary Wisler, El Paso, Colorado

• The Renaissance program is designed to give students rewards and recognition for improvements in academic status. Students can earn academic as well as athletic letters.

El Paso (Widefield) SD 3, Colorado (S)
Contact: Gary Wisler (719) 392-3427

• Nonteaching or administrative staff monitor high school campuses. They greet visitors and determine their need to be on campus. This has reduced the number of non-students on campus and improved the safety of the schools.

Mesa County Valley SD 51, Colorado (S)
Contact: Bill Lange (303) 434-7311

• A district-wide discipline task force, made up of school board members, administrators, teachers, parents, and students, was established to review changes in discipline patterns.

Cape Henlopen SD, Delaware (R)
Contact: Rebecca Millman (302) 645-6688

• Through a Youth Crime Watch, students report criminal acts or violent activities on campus. This group is organized in all secondary schools, with a coordinator at each school.

School Board of Broward County, Florida (U)
Contact: Felix Cruz (305) 786-4679

• The district has hired one staff member as a Youth Gang Prevention liaison. This individual provides up-to-date information related to local gang activities for students, parents, and school staff. He also teaches alternatives and effective gang resistance strategies in small group sessions.

School Board of Broward County, Florida (U)
Contact: Felix Cruz (305) 797-4679

• ALERT (Attentive to Learning Environment and Responsible Teamwork) is a compilation of the best practices in preventing school violence. A brochure listing these practices is available to all schools in the district and to parents. Each school develops its own program, but the goal is to create a multi-faceted approach to violence prevention.

Hillsborough County School Board, Florida (U)
Contact: Dean Fox Holland (813) 272-4057

• Students who are caught fighting in school are issued a citation for violation of a city ordinance. Students must appear in court with their parents. If they are found guilty, the local city court fines the student $125 and requires community service.

Griffin-Spalding County Schools, Georgia (R)
Contact: Larry White (404) 228-8641

• Local School Advisory Committees of parents and community members keep the community informed about what is happening in the schools. The district says this communication "is a must with us."

Gwinnett County Public Schools, Georgia (S)
Contact: Berney Kirkland (404) 822-6549

• Teams working in schools conduct screening assessments and referrals of students suffering from substance abuse problems.

Bellwood SD 88, Illinois (S)
Contact: Mr. Kragsheld (708) 531-5974

• Students with severe discipline, truancy, or disruptive behavior are enrolled in an Ombudsman Program which operates at a downtown separate location. Computer-based instruction and an intense three-hour class allow students to continue their education. In the first year, 85 percent of students remained with the program.

Kankakee SD 111, Illinois (S)
Contact: Kay Green (815) 937-0700

• The school district has recently abandoned a modular schedule that allowed blocks of unscheduled student time during the school day. Now students are assigned to study halls. A decrease of violent incidents was noted.

Niles Township HSD 219, Illinois (S)
Contact: Susan Hoffman (708) 673-6900 x. 4170

• In cooperation with the police department, this community has created "safe school zones."

Olathe USD 233, Kansas (S)
Contact: Patricia All (913) 780-7000

• The district employs five violence prevention specialists whose primary responsibilities are to intervene in situations of anticipated or known violence in the schools. In addition to prevention and intervention strategies, they also conduct training sessions.

Wichita USD 259, Kansas (U)
Contact: Jane Richards (316) 833-4485

• An officer assigned to the Bias Crime Task Force works with staff and students to educate them about the violence that minority groups may live with daily. The goal is both education and prevention.

Portland Public Schools, Maine (U)
Contact: Detective Mark Dionne (207) 874-8300

• A health protection grant has provided funds for hall monitors, an at-risk counselor, intramurals, and training in conflict mediation.

Attleboro Public Schools, Massachusetts (U)
Contact: Ted Thibodeau (508) 222-0012 x. 111

• The district makes special efforts to communicate accurate information about violent incidents to the local media and school board members.

Crawford Ausable SD, Michigan (R)
Contact: Kent Reynolds (517) 348-7641

• All schools are required to develop safety and security plans.

Detroit Public Schools, Michigan (U)
Contact: Charles Mitchell (313) 494-1260

• S.T.A.N.D. is the abbreviation for Students Taking A New Direction. The organization, which is the middle school version of S.A.D.D., is designed to give students an alternative to having fun instead of using alcohol. Approximately 20 percent of the student body participates.

Gladstone Area Schools, Michigan (R)
Contact: Peter Brock (906) 428-2295

• Students from three high schools attend a week-long substance abuse prevention and leadership development conference. When they return, they plan programs for their schools.

Taylor SD, Michigan (S)
Contact: Kay Dyer (313) 374-1218

• In cooperation with the local police department, the district hired a Youth Assistance Coordinator to help students who are in trouble with the legal system or the authorities.

Woodhaven SD, Michigan (S)
Contact: Bill Thompson (313) 783-3333

> *Government must consider that the investment in youth is our number one priority.*
> —from the NSBA survey

• Friendship groups provide a safe, welcome atmosphere in which at-risk elementary students can practice and benefit from positive social skills and esteem-building with their peers. Groups are formed on the basis of teacher referral and meet several times.

Foley Public Schools ISD 51, Minnesota (R)
Contact: Jana Stone (612) 968-7246

• "Gunplay," a 40-minute drama written to teach students about the sanctity of human life and the fallacy of a code of behavior that honors violence.

St. Paul ISD 625, Minnesota (U)
Contact: Carol Sorenson (612) 293-5144

• In Project Respect, groups of students in grades 9 - 12 are randomly assigned to groups. The groups spend 2-1/2 days at camp learning to build respect, conflict management skills, and taking part in team building.

St. Louis Park Schools, Minnesota (S)
Contact: Gail Toarely (612) 928-6128

• An attendance officer works with truants and behavior problems. He coordinates efforts with the division of family services, the police, mental health, the juvenile courts, and the parent-teacher organization.

Joplin R-VIII SD, Missouri (U)
Contact: Richard Moses (417) 625-5200 x. 34

• Crime Stoppers offers rewards for anonymous leads that result in the solution to infractions against school rules.

Webster Groves SD, Missouri (S)
Contact: Yvonne Kauffman (314) 963-6400

Also mentioned by
Marshall ISD, Texas (S)
Contact: Joe Martino (903) 938-3311

• The juvenile probation office recommends students for an after-school program. Students stay in the program for nine weeks. If their grades improve, they are released.

Elko County SD, Nevada (R)
Contact: Bert Elliott (702) 738-5196

• The district provides after-school recreation and tutoring.

Mineral County SD, Nevada (R)
Contact: David Cochenour (702) 945-3333

• A latch-key program provides counseling and child advocacy for younger children who have no adult at home after school.

Mineral County SD, Nevada (R)
Contact: Ann Kie (702) 945-2411

• Student Empowerment day was a full day of intensive workshops for all high school students. Topics included many critical issues facing youth—drugs, gangs, peer relationships, sexuality. The day was so successful it was extended for a second day.

Pennsauken Township Public Schools, New Jersey (S)
Contact: Harold Kurtz (609) 662-8500

• The Core Team is a group of teachers and administrators who handle disciplinary referrals from staff members. They attempt to channel students to the program or remedy that is most likely to address and change their negative behavior.

Sterling Regional HS, New Jersey (S)
Contact: Lori Leonard (609) 784-1287

• An independent counselor is available to students. Privacy is maintained, which encourages students to take advantage of this opportunity.

Sterling Regional HS, New Jersey (S)
Contact: Chris Dvorak (609) 784-1287

• A state-funded program puts mental health counselors in schools. When patterns of violent behavior become apparent, students are referred for counseling. The program can serve the student's entire family.

Sussex County Vo-Tech School, New Jersey (R)
Contact: Sharon Hosking (phone N/A)

• Project Quest is a counseling project that uses an adventure-based counseling model. It serves at-risk students and those who are court-involved.

Sussex County Vo-Tech School, New Jersey (R)
Contact: Richard Maizell (phone N/A)

• The superintendent publishes a message on violence and vandalism in the first issue of the school newspaper. The message summarizes the violence and vandalism that occurred in the previous year. A letter to parents emphasizes the need to prevent violence.

Union County Regional HSD 1, New Jersey (S)
Contact: Donald Merachnik (201) 379-2154

• Under the clinical supervision of a staff psychologist, the special education counselors work with a designated caseload of students needing counseling and behavioral interventions. The counselor also helps classroom teachers and acts as a liaison between the school system and other community agencies.

Gallup-McKinley County SD, New Mexico (R)
Contact: Susan Cave (505) 722-7711

• Using Public Law 81-874 set-aside funds, the district provides counselors to students in grades K-12. At the elementary level, they concentrate on developing students' self-concept. At the secondary level, they allow more time for direct counseling of at-risk students.

Gallup-McKinley County SD, New Mexico (R)
Contact: Larry Muzingo (505) 722-7711

• A low student-teacher ratio helps prevent violence.

Bridgehampton UFSD, New York (R)
Contact: John Edwards (516) 537-0271

• A clearly developed and well articulated crisis plan has been developed for the entire school community. It includes three components—prevention, intervention and "postvention."

Kenmore-Town of Tonawanda UFSD,
New York (S)
Contact: Wayne Nachreiner (716) 874-8402

• Advisor-advisee groups allow teachers to discuss issues with small groups of students.

Lynbrook Public Schools, New York (S)
Contact: Gary Rugg (516) 887-0269

Also mentioned by
Arlington Heights Elementary SD 25, Illinois (S)
Contact: Maureen Hager (708) 398-4234

St. Bernard-Elmwood Place Schools, Ohio (U)
Contact: Karla Rhodeback (513) 641-2020

Huron Schools, South Dakota (R)
Contact: Merry Lee Nordin-Schuldt
(605) 352-6742

• During a period when the school was experiencing ethnic tension, a group of administrators, a psychologist, and a consultant met with leaders from the two groups. In conversations, the young people talked about the reasons for the tension. A basketball game among the groups was organized as part of the process of easing tensions.

Mahopac Central SD, New York (S)
Contact: Thomas Readyoff (914) 628-3256 x. 512

• Letters are mailed to each high school parent describing any safety incident in the building or any rumor of weapons. The response has been positive.

South Colonie Central Schools, New York (S)
Contact: Albert Aldi (518) 459-1220

• Working with the department of mental hygiene, the BOCES has created a day treatment center to address the needs of severely emotionally impaired young people. It keeps them out of institutions or jail.

Steuben-Allegany BOCES, New York (R)
Contact: Carol Golden (607) 776-7631

• For serious offenses, including weapons possession, a formal hearing with witnesses is held by the superintendent.

Tarrytowns Public Schools, New York (S)
Contact: Donald Kusel (914) 631-9404

• Students are taught that there are consequences to all behavior, good or bad.

West Seneca Central SD, New York (S)
Contact: Glenn Begert (716) 674-9964

• Teen Court is a pilot program in which peers establish consequences for inappropriate behavior.

Cumberland County Schools, North Carolina (U)
Contact: N/A

Also mentioned by
St. Lucie County Schools, Florida (S)
Contact: Wayne Gent (407) 468-5400

• The district established a safety patrol for the inside of the school building at the request of a group of students. Those who were often in trouble were made responsible for their own behavior as well as the behavior of others. It has worked.

Elizabeth City-Pasquotank Public Schools,
North Carolina (S)
Contact: Diane Bradford (Phone N/A)

• To promote citizenship education and discipline, the school district has established an Army Junior ROTC program.

Elkin City Schools, North Carolina (R)
Contact: Lt. Col. Bill McGrew (919) 835-3858

• The district has established a School Violence Hot Line. Students can call a voice mailbox to report potential acts of violence, weapons on campus, and other threatening activities. The Safety and Security Department reviews messages three times daily and responds as appropriate.

Wake County Public Schools, North Carolina (U)
Contact: Safety and Security Department
(919) 856-8145

• The district has established two separate teams for responding to emergencies related to suspected violence against faculty, staff, and students. The "Blue" team is made up of administrative personnel. The "Green" team was established to meet emergency medical assistance when needed. Team members are alerted by a PA announcement that says "Would Mr. Blue please report to _____?"

Cuyahoga Valley JVSD, Ohio (S)
Contact: Robert Nowak (216) 526-5200

• The district provides an after-school activities program for middle school students. Otherwise, most of these students would be unsupervised after school.

Bartlesville ISD I-30, Oklahoma (R)
Contact: N/A

• A broad-based community group organized a conference on teen health and wellness. The one-day event was designed to help teens deal with various teen concerns, including alcohol and drug abuse, self-esteem, media influences, and dealing with anger.

Blackwell Public Schools, Oklahoma (R)
Contact: Dan Bringham (405) 363-2100

• The district is not willing to compromise on its wide variety of after-school activities because of the possibility of violence. Extra supervision, including site administrators and staff, parent volunteers, and local police officers, is provided for all evening activities. This, in conjunction with vehicle registration, parking tags, and a student/staff photo ID system has prevented unwanted persons from entering activities.

Broken Arrow Public Schools, Oklahoma (S)
Contact: Ron Clark (918) 259-4310

• Students who have vandalized school property either work on the school grounds or reimburse the school for vandalism. Parents are involved in setting the consequences.

Little Axe Public Schools, Oklahoma (R)
Contact: Danny Swopes (405) 329-1611

• The faculty and administration make direct contact with parents or guardians as soon as a problem is recognized. This has prevented minor problems from becoming suspendable offenses and has served as a positive public relations tool in soliciting parent involvement.

Union Public Schools, Oklahoma (S)
Contact: Mike O'Hara (918) 252-2581

• The district has created a pull-out program to meet the needs of underachieving, disruptive, and poorly attending students.

Kane Area SD, Pennsylvania (R)
Contact: Jack Hedlund (814) 837-6821

• The district has sponsored volunteer random urine testing for drugs in cooperation with a local hospital.

Lehighton Area SD, Pennsylvania (R)
Contact: Ray Koons (215) 377-6180

• The high school guidance office identified the ten lowest achievers in grades 7, 8, and 9. They have an intensified learning/achievement program the last two periods of each day. They attend regular classes in the morning.

Marion Center Area SD, Pennsylvania (R)
Contact: Jeff Martz (412) 397-5551

• The district has hundreds of students who have been discharged from court-ordered residential placements and hundreds more under court supervision. Stationing a probation officer in a school building enables a closer link between the school and the court.

SD of Philadelphia, Pennsylvania (U)
Contact: Joyce Harrison (215) 299-8807

> *Our biggest frustration is the lack of resources and shortage of training opportunities, which limit our ability to expand these and other proven practices more widely.*
>
> —from the NSBA survey

• Students work with security personnel to form a crime watch program within the school. The program works well within the school building, but does not seem to reduce out-of-school violence.

Pittsburgh Public Schools, Pennsylvania (U)
Contact: Stanley Rideout (412) 622-3600

• "Kids that Care" involves volunteer students who work with other students as support.

Southeastern Greene SD, Pennsylvania (R)
Contact: Vonnie Teagarden (412) 943-3401

• A "Day of Caring" brings role models in to the schools for career development and to let students know they have options.

Wilkinsburg SD, Pennsylvania (U)
Contact: Marcella Jones (412) 371-9500

• In the Soaring Eagles program, selected fifth graders are given the responsibility of helping teachers in the younger grades. They help in helping students line up on the playground, watch the class during lunch, and assist during dismissal.

Newport Public Schools, Rhode Island (U)
Contact: Michael Segerson (401) 847-2023

• A semester-long, multi-disciplinary unit at one middle school combines the world of science and the humanities. The focus on the oceans involves students in everything from learning about the chemical composition of sea water to tracing the route of some of the early explorers.

Sioux Falls SD 49-5, South Dakota (U)
Contact: Cassandra Soeffing (605) 331-7647

• The student advisory group is comprised of a cross-section of students in the school. If students have a grievance, they take it to this group of their peers.

Kingsport City Schools, Tennessee (S)
Contact: Tom Allen (615) 378-8400

• High schools and middle schools have full-time drug and alcohol counselors to handle student problems and addictions.

Kingsport City Schools, Tennessee (S)
Contact: Tom Allen (615) 378-8400

> *The key is good organization and communication, as well as mutual respect. If students feel they have a grievance process, they tend to be more reasonable.*
> —from the NSBA survey

• Schools must develop, through a collaborative effort of the school and the community, a school improvement plan. Discipline and safety are required elements of the plan.

Metropolitan Nashville Public Schools, Tennessee (U)
Contact: Aldorothy Wright (615) 259-8761

• The Student Learning and Guidance Center is a four-step program that attempts to modify student behavior. Students earn their way out of the program by accumulating points on a daily basis. They return to their home campus after completing Step Three.

Corpus Christi ISD, Texas (U)
Contact: Ruth William (512) 787-1480

• A Safe Schools Hotline is answered seven days per week, 24 hours per day and staffed by English- and Spanish-speaking operators. Anyone may phone in an anonymous tip.

Dallas ISD, Texas (U)
Contact: Chad Woolery (214) 824-1620

• The Unique Schools Program provides smaller pupil-teacher ratios, special classes, and different staffing ratios. Six schools have been designated under this program.

Round Rock ISD, Texas (S)
Contact: David Carlin (512) 255-2594

• The district has created a strategic planning action team for at-risk students.

North Sanpete SD, Utah (R)
Contact: Karen Kowalski (801) 462-2077

• The school district cooperates with the recreation program on the base to provide a wide variety of activities for students during after-school hours.

Quantico Dependents' School System, Virginia (N/A)
Contact: Richard Colburn (703) 640-0888

• Each school has a safety and security plan that offers a blueprint of how to respond in specific situations.

Richmond Public Schools, Virginia (U)
Contact: Floyd Wiggins (804) 780-8550

Also mentioned by
SD of Beloit, Wisconsin (U)
Contact: David Luebke (608) 364-6044

• A student assistance counselor works with high-risk students who have a variety of problems.

Southampton County Schools, Virginia (R)
Contact: Charles Turner (804) 653-2692

• A group of students whose families could not afford to send them to college were notified that if they maintain a B average throughout their high school years, they will be provided with two years of college at a community college.

Everett SD 2, Washington (U)
Contact: Chuck Lisk (206) 339-4370

• Bus drivers work as a team to solve discipline problems on their routes. A consistent approach for discipline has minimized problems from unruly riders.

Freeman SD 358, Washington (R)
Contact: Perry Gorman (509) 291-5555

• A district-wide discipline plan has focused on five areas: class disruption, chronic misbehavior, profanity, verbal abuse, and gang posturing. Each school has a committee to work on action plans to eliminate these behaviors.

Milwaukee Public Schools, Wisconsin (U)
Contact: Aquine Jackson (414) 475-8030

RESPONDING DISTRICTS THAT LISTED NO PROGRAM DESCRIPTIONS

Dallas County, Alabama (R)
Contact: William Minor (205) 874-1680

Haines Borough SD, Alaska (R)

Bicentennial Union HS District #76, Arizona (R)

Canon Elementary SD 50, Arizona (R)

Cave Creek USD, Arizona (N/A)

Fountain Hills Unified SD, Arizona (S)

Joseph City SD 2, Arizona (R)

Mammoth-San Manuel Schools, Arizona (R)
Contact: Claude E. Sanders (602) 385-2335

Pinon USD 4, Arizona (R)

Red Mesa USD 27, Arizona (R)

Williams USD 2, Arizona (R)

Glenwood SD, Arkansas (R)

Lincoln Public Schools, Arkansas (R)

Bakersfield City SD, California (U)

Fairfax SD, California (S)

Savanna Schools, California (S)

Arriba-Flagler CSD 20, Colorado (R)

Aspen SD, Colorado (R)

Clear Creek SD, Colorado (R)

Kit Carson SD R-1, Colorado (R)

> *Our school is very small, and such behavior is not socially acceptable among community members or students.*
>
> —from the NSBA survey

Baldwin County Schools, Georgia (R)
Contact: Sammy Hall (912) 453-6433

Bremen City Schools, Georgia (R)

Argo Community HS District, Illinois (S)

Crete-Monee SD 201-U, Illinois (S)

East Peoria District 309, Illinois (S)
Contact: JoAnn Waibel (309) 694-8300

Gen. George Patton District 133, Illinois (S)

Hillside SD 93, Illinois (S)

Lake Park HSD 108, Illinois (S)

Niles Elementary District 71, Illinois (S)

Northbrook Elementary District 28, Illinois (S)

O'Fallon H.S. District 203, Illinois (S)
Contact: Sara Eckert (618) 632-3507

Oak Lawn Community HS District 229, Illinois (S)

Pekin SD 108, Illinois (S)

Pikeland CUSD 10, Illinois (R)

River Trails SD 26, Illinois (S)

Schrum Memorial District 157, Illinois (S)

Skokie District 68, Illinois (S)

South Holland District 150, Illinois (S)
Contact: H. Agabedis, phone N/A

Cowan Community Schools, Indiana (R)

Edinburgh Community School Corp., Indiana (R)

Fremont Community Schools, Indiana (R)

LaPorte Community School Corp., Indiana (S)

Randolph Eastern School Corp., Indiana (R)

South Bend Community School Corp., Indiana (U)

West Central Community School Corp., Indiana (R)

Keokuk Community SD, Iowa (R)

Burlington USD 244, Kansas (R)

Ell-Saline USD 307, Kansas (R)

Fort Leavenworth USD 207, Kansas (military)

Girard USD 248, Kansas (R)

Meade USD 226, Kansas (R)

Oberlin USD 294, Kansas (R)

Osborne USD 392, Kansas (R)

Oxford USD 358, Kansas (R)

Parsons USD 503, Kansas (R)

Sabetha USD 441, Kansas (R)

Satanta USD 507, Kansas (R)

Stafford USD 349, Kansas (R)

Fort Campbell Schools, Kentucky (S)

Oldham County Schools, Kentucky (R)

Lincoln Parish School System, Louisiana (S)

Natchitoches Parish School Board, Louisiana (R)

St. Bernard Parish School Board, Louisiana (S)

St. Tammany Parish School System, Louisiana (S)

Cornish School Admin. District 55, Maine (R)
Contact: David Brown (phone N/A)

Hodgdon School Admin. District 70, Maine (R)

Stoneham Public Schools, Massachusetts (S)

Comstock Public Schools, Michigan (S)

Grosse Pointe Schools, Michigan (S)

Otsego Public Schools, Michigan (R)

Ottawa Area ISD, Michigan (S)

Romeo Community SD, Michigan (S)

Royal Oak Schools, Michigan (S)
Contact: William Pistono (313) 435-8400

Warren Consolidated Schools, Michigan (S)

Cambridge-Isanti ISD 911, Minnesota (R)

Moorhead Public Schools, Minnesota (R)

Bozeman SD 7, Montana (R)

Colstrip SD 19, Montana (R)

Sidney Public Schools, Montana (R)

Sweet Grass County, Montana (R)

Centura Public Schools, Nebraska (R)

David City Public Schools, Nebraska (R)

Fairburg Public Schools, Nebraska (R)

Bergenfield Public Schools, New Jersey (S)

Chesilhurst Public Schools, New Jersey (R)

East Rutherford Public Schools, New Jersey (R)

Holmdel Township Public Schools, New Jersey (S)

Pine Hill Public Schools, New Jersey (S)

Stafford Township SD, New Jersey (R)

Union County Vocational-Technical Schools, New Jersey (S)

Barker Central SD, New York (R)

Canandaigua City School District, New York (R)

Central Islip UFSD, New York (S)

Croton-Harmon SD, New York (S)

Dansville Central Schools, New York (R)

Erie 2-Chautauqua-Cattaraugus BOCES, New York (N/A)

Oswego City SD, New York (S)

Oyster Bay-East Norwich CSD, New York (S)

Valley Stream UFSD, New York (S)

Wallkill Central SD, New York (no category)

Brunswick County School System, North Carolina (R)
Contact: Judith Babcock (919) 457-5241

Mooresville Graded School District, North Carolina (S)

Richmond County SD, North Carolina (R)

Beachwood City SD, Ohio (S)

Beavercreek Local SD, Ohio (S)

Brooklyn City Schools, Ohio (S)

Bucyrus City Schools, Ohio (R)

East Liverpool City Schools, Ohio (S)

Great Oaks Schools, Ohio (no category)

Groveport Madison Schools, Ohio (S)

Oakwood City Schools, Ohio (S)

Waverly City Schools, Ohio (R)

Alva Public Schools, Oklahoma (R)

Canadian Valley Vocational-Technical SD 6, Oklahoma (N/A)

Midwest City-Del City Schools, Oklahoma (S)

Moore-Norman Area Vocational-Technical SD, Oklahoma (S)

Shattuck Public Schools, Oklahoma (R)

Tishomingo Public Schools, Oklahoma (R)

Coos Bay SD 9, Oregon (R)

Greater Albany Public SD 8J, Oregon (R)

Roseburg Public Schools, Oregon (R)

Downingtown Area SD, Pennsylvania (S)

East Stroudsburg Area SD, Pennsylvania (S)

Garnet Valley SD, Pennsylvania (S)

Marple Newtown SD, Pennsylvania (S)
Contact: Brenda Winkler (215) 359-4262

North East SD, Pennsylvania (S)

Plum Borough SD, Pennsylvania (S)

Wissahickon SD, Pennsylvania (S)

Wyomissing Area SD, Pennsylvania (S)

Spartanburg CSD 3, South Carolina (R)
Contact: Evelyn Jenkins (803) 579-8000

Shannon County Schools, South Dakota (R)

Comal ISD, Texas (S)

Ector County ISD, Texas (U)

Linden Kildare ISD, Texas (R)

Saltillo ISD, Texas (R)

San Antonio ISD, Texas (U)

Logan City SD, Utah (N/A)

Northampton County Public Schools, Virginia (R)

Portsmouth Public Schools, Virginia (U)

Cape Flattery SD 401, Washington (R)

Columbia SD 400, Washington (R)

Easton SD 28, Washington (R)

East Valley SD 90, Washington (R)

Brillion SD, Wisconsin (R)

Cedarburg SD, Wisconsin (S)

Menominee Indian SD, Wisconsin (R)

Milton SD, Wisconsin (R)

Northland Pines SD, Wisconsin (R)

Pulaski Community SD, Wisconsin (S)

South Milwaukee SD, Wisconsin (S)

SD of Tomahawk, Wisconsin (R)

Campbell County SD, Wyoming (R)

Carbon County SD 2, Wyoming (R)

Uinta County SD 4, Wyoming (R)

Weston County SD 1, Wyoming (R)

Weston County SD 7, Wyoming (R)

Section III - School District Information

This section includes information provided by the school districts that responded to the NSBA survey. It contains the following information on each of the districts:

- Name of the district (listed alphabetically by state)
- School district address
- School district enrollment
- Type of community in which the district is located

This section also serves as an index to Sections I and II. Turn to Section II for specific project descriptions as well as names and telephone numbers of district contacts for each of the reforms listed in this book.

Section III can also help school board members and other education leaders learn what similar districts are doing to make schools safer. For example, districts might look in this section to find other schools in their state, then find the appropriate references in Section II. Or, they might identify districts of similar size, again turning to Section II to see how these districts have addressed specific issues.

ALABAMA

Birmingham Public Schools
2015 Park Place N.
Birmingham, AL 35203
Enrollment: 42,100
Urban
Page 60

Dallas County Board of Education
1020 Roosevelt Avenue
Selma, AL 36701
Enrollment: 6,000
Rural
Page 67

Fairfield HSD 4
PO Box 110
Fairfield, AL 35064
Enrollment: 2,300
Suburban
Page 59

Madison County Schools
PO Box 226
Huntsville, AL 35804
Enrollment: 16,323
Rural
Page 54

ALABAMA cont.

Montgomery Public Schools
PO Box 1991
Montgomery, AL 36102
Enrollment: 35,000
Urban
Pages 44, 54

Vestavia Hills City Schools
1204 Montgomery Highway
Vestavia Hills, AL 35216
Enrollment: 4,120
Suburban
Pages 13, 21

ALASKA

Anchorage SD
4600 Debarr Avenue
PO Box 196614
Anchorage, AK 99519
Enrollment: 46,297
Urban
Pages 13, 34

Haines Borough SD
Box 1289
Haines, AK 99827
Enrollment: 430
Rural
Page 67

Matanuska-Susitna Borough SD
125 W. Evergreen
Palmer, AK 99645
Enrollment: 10,700
Rural
Pages 13, 35

Pribilof Islands SD
Tolstoi Avenue
St. Paul, AK 99660
Enrollment: 135
Rural
Page 30

ARIZONA

Amphitheater Public Schools
701 W. Wetmore
Tucson, AZ 85705
Enrollment: 14,000
Suburban
Pages 52, 60

Apache Junction USD 43
2525 South Ironwood
Apache Junction, AZ 85220
Enrollment: 4,200
Rural
Page 13

Benson Union HSD 9
109 W. 7th Street
Benson, AZ 85602
Enrollment: 430
Rural
Pages 24, 57

Bicentennial UHSD 76
Box 519
Salome, AZ 85348
Enrollment: 150
Rural
Page 67

Blue Ridge USD
1200 S. White Mountain Boulevard
Lakeside, AZ 85929
Enrollment: 1,900
Rural
Pages 25, 29

Canon Elementary SD 50
PO Box 89
Black Canyon City, AZ 85324
Enrollment: 215
Rural
Page 67

Cave Creek USD 93
33606 N. 60th Street
Cave Creek, AZ 85331
Enrollment: 2,000
No category
Page 67

Clarksdale-Jerome SD 3
1516 Main Street
PO Box 248
Clarkdale, AZ 86324
Enrollment: 405
Rural
Pages 52, 57

Colorado City USD 14
50 N. Colvin Street
Colorado City, AZ 86021
Enrollment: 1,032
Rural
Pages 6, 32

Crane Elementary SD 13
4250 W. 16th Street
Yuma, AZ 85364
Enrollment: 4,800 (K-8)
Rural
Pages 48, 54

Fountain Hills USD
14605 Del Cambre
Fountain Hills, AZ 85268
Enrollment: 1,800
Suburban
Page 67

Globe USD
501 Coventry Lane
Globe, AZ 85501
Enrollment: 2,000
Rural
Pages 13, 52

Joseph City SD 2
PO Box 8
Joseph City, AZ 86032
Enrollment: 430
Rural
Page 67

Mammoth-San Manuel Schools
San Manuel, AZ 85631
Enrollment: N/A
Rural
Page 67

Peoria USD
PO Box 39
Peoria, AZ 85345
Enrollment: 25,000
Suburban
Pages 10, 61

Phoenix Elementary SD 1
1817 N. 7th Street
Phoeniz, AZ 85006
Enrollment: N/A
Urban
Pages 44, 48

Pinon USD 4
PO Box 839
Pinon, AZ 86510
Enrollment: 930
Rural
Page 67

ARIZONA cont.

Red Mesa USD 27
HCR 6100, Box 40
Teec Nos Pos, AZ 86514
Enrollment: 600
Rural
Page 67

Sawton SD 18
PO Box 48
Sawton, AZ 85247
Enrollment: 800
Rural
Pages 52, 61

Sunnyside USD 12
2238 E. Ginter Road
Tucson, AZ 85706
Enrollment: 14,000
Urban
Pages 8, 18

Williams USD 2
PO Box 427
Williams, AZ 86046
Enrollment: 750
Rural
Page 67

Window Rock USD 8
PO Box 559
Fort Defiance, AZ 86504
Enrollment: 806
Rural
Pages 32, 54

Yuma Union HSD 70
400 6th Avenue
Yuma, AZ 85364
Enrollment: 2,150
Suburban
Pages 44, 61

ARKANSAS

Blytheville SD 5
200 S. Lake
Blytheville, AR 72315
Enrollment: 4,189
Urban
Page 37

Fort Smith Public Schools
PO Box 1948
Fort Smith, AR 72902
Enrollment: 12,500
Urban
Page 24

ARKANSAS cont.

Glenwood SD
PO Box 27
Glenwood, AR 71943
Enrollment: 498
Rural
Page 67

Hamburg SD 51
503 E. Lincoln
Hamburg, AR 71646
Enrollment: 1,600
Rural
Pages 35, 38

Lincoln Public Schools
PO Box 479
Lincoln, AR 72744
Enrollment: 1,050
Rural
Page 67

Mountainburg SD
Highway 71 N.
Mountainburg, AR 72946
Enrollment: 811
No category
Page 35

Van Buren SD 42
2221 Pointer Trail
Van Buren, AR 72956
Enrollment: 4,900
Rural
Pages 13, 24

Wynne Public Schools
PO Box 69
Wynne, AR 72396
Enrollment: 3,000
Rural
Pages 31, 35

CALIFORNIA

Alameda USD
2200 Central Avenue
Alameda, CA 94501
Enrollment: 9,700+
Urban
Pages 44, 48

Antelope Valley Union HSD
44811 Sierra Highway
Lancaster, CA 93534
Enrollment: 14,000
Urban
Pages 28, 45

CALIFORNIA cont.

Bakersfield City SD
1300 Baker Street
Bakersfield, CA 93305
Enrollment: 25,667
Urban
Page 67

Bellflower USD
16703 S. Clark Avenue
Bellflower, CA 90706
Enrollment: 10,000
Suburban
Pages 14, 35

Bonita USD
115 W. Allen Avenue
San Dimas, CA (No Zip)
Enrollment: 9,600
Suburban
Pages 21, 28

Brea Olinda USD
1 Civic Center Drive
Brea, CA 92621
Enrollment: 4,800
Suburban
Pages 25, 38

Capistrano USD
32972 Calle Perfecto
San Juan Capistrano, CA 92675
Enrollment: 31,293
Suburban
Pages 28, 61

Corona-Norco USD
2820 Clark Avenue
Norco, CA 91760
Enrollment: 25,000
Suburban
Pages 14, 24

Desert Sands USD
82-879 Highway 111
Indio, CA 92201
Enrollment: 17,200
Suburban
Pages 45, 47

Fairfax SD
1500 S. Fairfax Road
Bakersfield, CA 93308
Enrollment: 1,200
Suburban
Page 67

CALIFORNIA cont.

Fallbrook Union Elementary SD
321 N. Iowa Street
Fallbrook, CA 92028
Enrollment: 5,913
Rural
Page 24

Fremont Union HSD
1 Fremont Avenue
Sunnyvale, CA 94087
Enrollment: N/A
Suburban
Page 42

Hacienda La Puente USD
15959 E. Gale
City of Industry, CA 91716
Enrollment: 21,000
Suburban
Pages 35, 45

Healdsburg Schools
925 University Avenue
Healdsburg, CA 95448
Enrollment: 6,000
Rural
Pages 21, 45

Irvine USD
5050 Barranca Parkway
Irvine, CA 92714
Enrollment: 21,500
Suburban
Pages 21, 24, 49

Lake Elsinore USD
545 Chaney Street
Lake Elsinore, CA 92530
Enrollment: 12,000+
Rural
Pages 21, 61

Lennox SD
10319 Firmona Avenue
Lennox, CA 90304
Enrollment: 5,842
Suburban
Pages 35, 40

Lynwood USD
11321 Bullis Rd.
Lynwood, CA 90262
Enrollment: 15,500
Urban
Pages 24, 45

CALIFORNIA cont.

Merced Union HSD
PO Box 2147
Merced, CA 95344
Enrollment: 7,400
Suburban
Pages 35, 45

National SD
1500 N Avenue
National City, CA 91950
Enrollment: 6,200
Suburban
Pages 42, 45

Oakland USD
1025 Second Avenue
Oakland, CA 94606
Enrollment: 52,000
Urban
Pages 9, 25, 42

Orange County Department of Education
200 Kalmus Drive
Costa Mesa, CA 92626
Enrollment: 399,665 (in 27 districts)
Urban
Page 42

Palmdale Elementary SD
10th Street E.
Palmdale, CA 93551
Enrollment: 16,325
Rural
Page 45

Pleasant Valley SD
600 Temple Avenue
Camarillo, CA 93010
Enrollment: 6,700
Suburban
Page 61

Rialto USD
182 E. Walnut
Rialto, CA 92376
Enrollment: 21,000
Suburban
Page 38

Riverside USD
3380 14th Street
Riverside, CA 92501
Enrollment: 36,000
Suburban
Page 19

CALIFORNIA cont.

Saddleback Valley USD
25631 Diseno Drive
Mission Viejo, CA 92691
Enrollment: 28,000+
Suburban
Pages 49, 52

San Diego City Schools
4100 Normal Street
San Diego, CA 92103
Enrollment: 120,755
Urban
Pages 8, 42, 61

San Leandro USD
14735 Juniper Street
San Leandro, CA 94579
Enrollment: 6,500
Urban
Page 40

Savanna SD
1330 S. Knott Avenue
Anaheim, CA 92804
Enrollment: 2,100
Suburban
Page 67

Vacaville USD
751 School Street
Vacaville, CA 95688
Enrollment: 13,500
Suburban
Page 61

Ventura USD
120 E. Santa Clara
Ventura, CA 93001
Enrollment: 15,500
Suburban
Page 61

West Contra Costa USD
1108 Bissell Avenue
Richmond, CA 94802
Enrollment: 31,500
Urban
Page 37

COLORADO

Adams County SD One
591 E. 80th Avenue
Denver, CO 80229
Enrollment: 5,000
Suburban
Page 14

COLORADO cont.

Arriba-Flagler CSD 20
421 Julian Street
Flagler, CO 80815
Enrollment: 252
Rural
Page 67

Aspen SD RE1
235 High School Road
Aspen, CO 81611
Enrollment: 1,200
Rural
Page 67

Cherry Creek SD
4700 S. Yosemite Street
Englewood, CO 80111
Enrollment: 33,192
Suburban
Page 34

Clear Creek SD RE-1
PO Box 623
Idaho Springs, CO 80452
Enrollment: 1,400
Rural
Page 67

Denver Public Schools
900 Grant Street
Denver, CO 80203
Enrollment: 64,000
Urban
Pages 9, 34, 45

El Paso (Widefield) SD 3
1820 Main Street
Colorado Springs, CO 80911
Enrollment: 7,500
Suburban
Page 61

El Paso SD 8
425 W. Alabama
Fountain, CO 80817
Enrollment: 4,000
Suburban
Page 19

Kit Carson SD R-1
PO Box 185
Kit Carson, CO 80825
Enrollment: 120
Rural
Page 67

COLORADO cont.

Mesa County Valley SD 51
2115 Grand Avenue
Grand Junction, CO 81501
Enrollment: 18,000
Suburban
Pages 30, 61

Poudre SD R-1
2407 LaPorte Avenue
Fort Collins, CO 80521
Enrollment: 20,000
Suburban
Pages 8, 38, 42

St. Vrain Valley SD
395 S. Pratt Parkway
Longmont, CO 80501
Enrollment: 16,000
Suburban
Pages 14, 48

CONNECTICUT

Groton Public Schools
1300 Flanders Road
Groton, CT 06360
Enrollment: 6,000
Suburban
Pages 10, 45

Waterford Schools
20 Rope Ferry Road
Waterford, CT 06385
Enrollment: 675
Suburban
Pages 25, 38

DELAWARE

Cape Henlopen SD
1270 Kings Highway
Lewes, DE 19958
Enrollment: 4,000
Rural
Pages 25, 61

Christina SD
83 E. Main Street
Newark, DE 19711
Enrollment: 18,000+
Suburban
Pages 14, 25

DISTRICT OF COLUMBIA

District of Columbia Public Schools
415 12th Street NW
Washington, DC 20004
Enrollment: 81,000
Urban
Pages 19, 37

FLORIDA

Brevard County PS
2700 St. John's Street
Melbourne, FL 32940
Enrollment: 60,400
Suburban
Page 14

School Board of Broward County
600 SE 3rd Avenue
Ft. Lauderdale, FL 33301
Enrollment: 179,975
Urban
Pages 9, 61, 62

Duval County Public Schools
1701 Prudential Drive
Jacksonville, FL 32207
Enrollment: 117,469
Urban
Pages 9, 37, 45

Hillsborough County School Board
901 E. Kennedy Boulevard
Tampa, FL 33601
Enrollment: 132,000
Urban
Pages 10, 62

Lee County School Board
2055 Central Avenue
Fort Myers, FL 33901
Enrollment: 42,900
Suburban
Pages 14, 29

Orange County Public Schools
445 W. Amelia Street
Orlando, FL 32806
Enrollment: 131,337
Urban
Pages 9, 14, 25

SD of Pasco County
7227 U.S. 41
Land O'Lakes, FL 34639
Enrollment: 36,000
Suburban
Pages 48, 52

FLORIDA cont.

Palm Beach County School Board
3330 Forest Hill Boulevard
West Palm Beach, FL 33406
Enrollment: 120,500
Suburban
Pages 29, 45

Pinellas County School Board
301 4th Street SW
Largo, FL 34649-2942
Enrollment: 90,000+
No category
Page 35

Polk County Public Schools
PO Box 391
Bartow, FL 33830
Enrollment: 68,000
Suburban
Pages 14, 30

St. Johns County SD
40 Orange Street
St. Augustine, FL 32084
Enrollment: 14,000
Suburban
Pages 8, 20, 42, 45

St. Lucie County Schools
2909 Delaware Avenue
Fort Pierce, FL 34947
Enrollment: 24,838
Suburban
Pages 45, 64

Volusia County Schools
PO Box 2118
200 N. Clara Avenue
DeLand, FL 32721
Enrollment: 53,435
Suburban
Pages 14, 37

GEORGIA

Americus City Schools
PO Box 847
Americus, GA 31709
Enrollment: 3,105
Rural
Pages 4, 14, 25, 45

GEORGIA cont.

Baldwin County Schools
PO Box 1188
Milledgeville, GA 31061
Enrollment: 6,400
Rural
Page 67

Bremen City Schools
504 Laurel Street
Bremen, GA 30110
Enrollment: 1,250
Rural
Page 67

Carrollton City Schools
106 Trojan Drive
Carrollton, GA 30117
Enrollment: 3,301
Suburban
Pages 35, 49

Catoosa County Schools
PO Box 130
Ringgold, GA 30736
Enrollment: 7,785
No category
Page 28

Fulton County Schools
786 Cleveland Avenue
Atlanta, GA 30315
Enrollment: 50,000
Urban
Pages 14, 45

Griffin-Spalding County Schools
216 S. 6th Street
Griffin, GA 30223
Enrollment: 10,205
Rural
Pages 45, 62

Gwinnett County Public Schools
4439 Plantation Lane
Norcross, GA 30093
Enrollment: 75,000
Suburban
Pages 15, 62

Pulaski County Board of Education
PO Box 148
Hawkinsville, GA 31036
Enrollment: 1,630
Rural
Pages 29, 30

GEORGIA cont.

Savannah/Chatham Public Schools
707 Stiles Avenue
Savannah, GA 31401
Enrollment: 35,000
Urban
Pages 10, 21, 34, 45

Wilkinson County Schools
PO Box 206
Irwinton, GA 31054
Enrollment: 2,010
Rural
Pages 25, 36

HAWAII

Hawaii Department of Education
1390 Miller Street
Honolulu, HI 96813
Enrollment: 180,139
Unified state system
Page 26

IDAHO

Clark County SD 161
343 S. Center Street
PO Box 237
Dubois, ID 83423
Enrollment: 200
Rural
Pages 35, 40

Idaho Falls District 91
690 John Adams Parkway
Idaho Falls, ID 83401
Enrollment: 11,000
Rural
Page 46

ILLINOIS

Argo Community HSD 217
7329 W. 63rd Street
Summit, IL 60501
Enrollment: 1,450
Suburban
Page 67

Arlington Heights CCD 59
2123 S. Arlington Heights Road
Arlington Heights, IL 60005
Enrollment: 5,000
Suburban
Page 46

ILLINOIS cont.

Arlington Heights Elementary District 25
301 W. South Street
Arlington Heights, IL 60005
Enrollment: 4,200
Suburban
Pages 21, 49, 64

Arlington Heights HS Township District 214
2121 S. Goebbert Road
Arlington Heights, IL 60005
Enrollment: 11,000
Suburban
Pages 5, 38

Belvidere CUSD 100
1201 Fifth Avenue
Belvidere, IL 61008
Enrollment: 5,031
Suburban
Pages 19, 42

Bellwood SD 88
1801 N. 36th Avenue
Stone Park, IL 60165
Enrollment: 3,000
Suburban
Pages 40, 62

Coal City Unit District 1
100 S. Banna Street
Coal City, IL 60416
Enrollment: 1,500
Rural
Pages 25, 34

Crete-Monee SD 201-U
1742 Dixie Highway
Crete, IL 60417
Enrollment: 4,500
Suburban
Page 67

Downers Grove Grade School District 58
1860 63rd Street
Downers Grove, IL 60516
Enrollment: 5,100
Suburban
Pages 21, 25

Earlville CUSD 9
PO Box 539-Union Street
Earlville, IL 60518
Enrollment: 520
Rural
Page 57

ILLINOIS cont.

East Maine SD 63
10150 Dee Rd
Des Plaines, IL 60016
Enrollment: 3,400
Suburban
Page 54

East Peoria Community HSD 309
1401 E. Washington Street
East Peoria, IL 61611
Enrollment: 1,200
Suburban
Page 67

Galesburg Community Unit SD 205
285 S. Farnham, Box 1206
Galesburg, IL 61402
Enrollment: 5,500
Rural
Pages 31, 49

General George Patton District 133
13700 Stewart
Riverdale, IL 60627
Enrollment: 500
Suburban
Page 67

Geneva Community Unit SD 304
415 Logan
Geneva, IL 60134
Enrollment: 3,100
Suburban
Pages 26, 40

Hillside SD 93
Wolf & Harrison
Hillside, IL 60162
Enrollment: 418
Suburban
Page 67

Hoover-Schrum SD 157
165th & Gordon
Calumet City, IL 60409
Enrollment: 800
Suburban
Pages 48, 49

Itasca District 10
400 E. Irving Park Road
Itasca, IL 60143
Enrollment: 720
Suburban
Pages 21, 42

ILLINOIS cont.

Kankakee SD 111
240 Warren
Kankakee, IL 60901
Enrollment: 6,000
Suburban
Pages 46, 62

Lake Park HSD 108
600 S. Medinah Road
Roselle, IL 60172
Enrollment: 2,550
Suburban
Page 67

Lincoln-Way Community HSD 210
1801 E. Lincoln Highway
New Lenox, IL 60451
Enrollment: 3,500
Suburban
Page 22

Matteson Elementary SD 159
6131 Allemong Drive
Matteson, IL 60443
Enrollment: 1,580
Suburban
Pages 32, 59

Minooka HSD 111
PO Box 489
Minooka, IL 60447
Enrollment: 930
Rural
Pages 52, 54

Morris Community HSD 101
1000 Union Street
Morris, IL 60450
Enrollment: 880
Suburban
Pages 19, 30

Niles Elementary SD 71
6935 W. Touhy Avenue
Niles, IL 60648
Enrollment: 360
Suburban
Page 67

Niles Township HSD 219
7700 Gross Point Road
Skokie, IL 60077
Enrollment: 3,766
Suburban
Pages 42, 62

ILLINOIS cont.

Northbrook Elementary SD 28
1475 Maple Avenue
Northbrook, IL 60062
Enrollment: 1,350
Suburban
Page 67

O'Fallon Township HSD 203
600 S. Smiley
O'Fallon, IL 62269
Enrollment: 1,600+
Suburban
Page 67

Oak Lawn Community HSD 229
94th & Southwest Highway
Oak Lawn, IL 60453
Enrollment: 1,350
Suburban
Page 67

Palatine Community Consolidated SD 15
580 N. First Bank Drive
Palatine, IL 60067
Enrollment: 11,619
Suburban
Pages 40, 42

Palatine HSD 211
1750 S. Roselle Road
Palatine, IL 60067
Enrollment: 11,217
Suburban
Pages 25, 46

Pekin SD 108
501 Washington Street
Pekin, IL 61554
Enrollment: 4,000+
Suburban
Page 67

Pikeland Community Unit SD 10
512 S. Madison
Pittsfield, IL 62363
Enrollment: 1,496
Page 67

Plainfield Community CSD 202
500 W. Fort Beggs Drive
Plainfield, IL 60544
Enrollment: 4,423
Suburban
Page 56

ILLINOIS cont.

Proviso Township High Schools
807 S. First Avenue
Maywood, IL 60153
Enrollment: 4,400
Suburban
Pages 15, 57

Reavis HSD 220
77th & Austin
Burbank, IL 60459
Enrollment: 1,700
Suburban
Pages 28, 38, 45

Ridgewood Community HSD 234
7500 W. Montrose
Norridge, IL 60634
Enrollment: 610
Suburban
Page 42

River Trails SD 26
1900 E. Kensington Road
Mount Prospect, IL 60056
Enrollment: 1,600
Suburban
Page 67

Roselle Public SD 12
100 E. Walnut
Roselle, IL 60172
Enrollment: 740
Suburban
Pages 19, 20

Schrum Memorial 157
165th & Gordon
Calumet City, IL 60409
Enrollment: 650
Suburban
Page 67

Seneca Community Consolidated Grade Schools
174 Oak Street
Seneca, IL 61360
Enrollment: 520
Rural
Page 43

Skokie SD 68
9440 North Kenton
Skokie, IL 60076
Enrollment: 1,760
Suburban
Page 67

ILLINOIS cont.

South Holland SD 150
170th & Cottage
South Holland, IL 60473
Enrollment: 850
Suburban
Page 68

Southwestern Community Unit District 9
PO Box 98
Piasa, IL 62079
Enrollment: 1,900
Rural
Pages 43, 60

Thornton Township HSD 205
151st and Broadway
Harvey, IL 60426
Enrollment: 6,500
Suburban
Page 37

Urbana SD 116
205 N. Race Street
PO Box 3039
Urbana, IL 61801
Enrollment: 5,080
Urban
Page 54

INDIANA

Brownstown Central SD
500 N. Elm
Brownstown, IN 47220
Enrollment: 550
Rural
Pages 49, 56

Cowan Community Schools
1000 W. County Road 600 South
Muncie, IN 47302
Enrollment: 650
Rural
Page 68

Duneland School Corporation
700 W. Porter Avenue
Chesterton, IN 46304
Enrollment: 5,050
Suburban
Pages 46, 50

INDIANA cont.

East Allen County Schools
1240 US 30 E.
New Haven, IN 46774
Enrollment: 9,200
Suburban
Page 49

Edinburgh Community School Corporation
202 S. Keeley Street
Edinburgh, IN 41624
Enrollment: 969
Rural
Page 68

Fort Wayne Community Schools
1200 S. Clinton
Fort Wayne, IN 46815
Enrollment: 31,500
Urban
Pages 49, 57

Fremont Community Schools
6100 N. Coffin Street
Fremont, IN 46737
Enrollment: 1,200
Rural
Page 68

Gary Community Schools
620 E. 10th Place
Gary, IN 46403
Enrollment: 23,500
Urban
Pages 34, 46

Jennings County Schools
34 Main Street
North Vernon, IN 47265
Enrollment: 4,267
Rural
Page 56

LaPorte Community School Corporation
1921 A Street
LaPorte, IN 46350
Enrollment: 6,644
Suburban
Page 68

Maconaquah School Corporation
Rural Route
Bunker Hill, IN 46932
Enrollment: 2,580
Rural
Page 15

INDIANA cont.

Randolph Eastern School Corporation
603 N. Walnut Street
Union City, IN 47390
Enrollment: 1,003
Rural
Page 68

South Bend Community School Corporation
635 S. Main Street
South Bend, IN 46601
Enrollment: 21,500
Urban
Page 68

South Henry School Corporation
6449 S. Cemetery Drive
Spiceland, IN 47385
Enrollment: 900
Rural
Page 41, 54

Tipton Community School Corporation
221 N. Main Street
Tipton, IN 46072
Enrollment: 1,960
Rural
Pages 19, 28

West Central Community School Corporation
4956 W. 300 North
Anderson, IN 46011
Enrollment: 2,184
Rural
Page 68

IOWA

Central Community Schools of Clinton County
923 4th Avenue E.
DeWitt, IA 52742
Enrollment: 1,550
Rural
Pages 26, 43, 52

Coon Rapids-Bayard CSD
PO Box 297
Coon Rapids, IA 50058
Enrollment: 620
Rural
Page 35

Des Moines ISD
1800 Grand Avenue
Des Moines, IA 50309
Enrollment: 31,000
Urban
Page 39

IOWA cont.

Eddyville Community SD
PO Box 198
Eddyville, Iowa 52553
Enrollment: 680
Rural
Page 54

Keokuk Community SD
PO Box 128
Keokuk, IA 52632
Enrollment: 750+
Rural
Pages 68

Muscatine Community SD
1403 Park Avenue
Muscatine, IA 52761
Enrollment: 5,750
Urban
Page 52

Sioux City Community Schools
1221 Pierce Street
Sioux City, IA 51105
Enrollment: 14,600
Urban
Page 32

KANSAS

Blue Valley USD 229
15020 Metcalf
PO Box 23901
Overland Park, KS 66223
Enrollment: 12,000
Suburban
Pages 19, 22

Burlington USD 244
200 S. 6th
Burlington, KS 66839
Enrollment: 1,022
Rural
Page 68

Chanute USD 413
410 S. Evergreen
Chanute, KS 66720
Enrollment: 2,100
Rural
Pages 52, 57

KANSAS cont.

Colby USD 315
210 S. Range
Colby, KS 67701
Enrollment: 1,330
Rural
Page 43

DeSoto USD 232
Peoria Street
DeSoto, KS 66018
Enrollment: 1,850
Suburban
Pages 52, 56

Ell-Saline USD 307
414 E. Anderson
Brookville, KS 67425
Enrollment: 428
No category
Page 68

Emporia USD 253
3302 W. 18th
Emporia, KS 66801
Enrollment: 1,300
Rural
Pages 15, 22

Fort Leavenworth USD 207
6 Grant Avenue
Fort Leavenworth, KS 66027
Enrollment: 1,200
Military
Page 68

Garden City USD 457
1205 Fleming
Garden City, KS 67846
Enrollment: 7,325
Rural
Page 43

Geary County USD 475
1102 W. 8th
Junction City, KS 66441
Enrollment: 7,000
Rural
Page 15

Girard USD 248
401-415 N. Summit
Girard, KS 66743
Enrollment: 1,150
Rural
Page 68

Halstead-Bentley USD 440
520 W. 6th Street
Halstead, KS 67056
Enrollment: 800
Suburban
Pages 19, 54

Herndon USD 317
300 Radnor Street
Herndon, KS 67739
Enrollment: 89
Rural
Pages 43, 58

Independence USD 446
PO Drawer 487
Independence, KS 67301
Enrollment: 2,300+
Rural
Page 26

Lyons USD 405
510 East Avenue S.
Lyons, KS 67554
Enrollment: 950
Rural
Page 60

McPherson USD 418
514 N. Main
McPherson, KS 67460
Enrollment: 3,000
Rural
Page 29

Meade USD 226
PO Box 400
Meade, KS 67864
Enrollment: 400
Rural
Page 68

Moscow USD 209
PO Box 158
Moscow KS 67952
Enrollment: 178
Rural
Page 19

Newton USD 373
124 W. 7th Street
PO Box 307
Newton, KS 67114
Enrollment: 3,600
Rural
Page 21

Oberlin USD 294
131 E. Commercial
Oberlin, KS 67749
Enrollment: 610
Rural
Page 68

Olathe USD 233
1005 Pitt Street
PO Box 2000
Olathe, KS 66051
Enrollment: 16,750
Suburban
Page 62

Osborne USD 392
PO Box 209
Osborne, KS 67473
Enrollment: 522
Rural
Page 68

Oxford USD 358
301 E. Maple
Oxford, KS 67119
Enrollment: 460
Rural
Page 68

Parsons USD 503
2900 Southern Boulevard
Parson, KS 67357
Enrollment: 2,000
Rural
Page 68

Sabetha USD 441
107 Oregon
Sabetha, KS 66534
Enrollment: 1,100
Rural
Page 68

Satanta USD 507
PO Box 27
Satanta, KS 67870
Enrollment: 400
Rural
Page 68

Shawnee Heights USD 450
4401 S.E. Shawnee Heights Rd.
Tecumseh, KS 66542
Enrollment: 3,475
Suburban
Pages 19, 49

KANSAS cont.

Stafford USD 349
418 E. Broadway
Stafford, KS 67578
Enrollment: 300
Rural
Page 68

Topeka Schools USD 501
624 W. 24th
Topeka, KS 66611
Enrollment: 14,000
Urban
Pages 15, 20, 30

Valley Center Schools
132 S. Park
Valley Center, KS 67147
Enrollment: 2,250
Suburban
Pages 35, 54

Wichita USD 259
217 N. Water
Wichita, KS 67202
Enrollment: 48,000
Urban
Pages 9, 10, 30, 52, 62

KENTUCKY

Anderson County SD
103 N. Main
Lawrenceburg, KY 40432
Enrollment: 3,000
Rural
Page 58

Boyd County Public Schools
1104 McCullough Dr.
Ashland, KY 41102
Enrollment: 4,000
Suburban
Pages 32, 59

Eminence Independent Schools
104 Penn Avenue
Eminence, KY 40019
Enrollment: 530
Rural
Pages 49, 58

Fort Campbell Schools
Texas Avenue at 29th Street
Fort Campbell, KY 42223
Enrollment: 4,500
Suburban
Page 68

KENTUCKY cont.

Frankfort ISD
315 Steele Street
Frankfort, KY 40601
Enrollment: 850
Urban
Pages 6, 33

Franklin County Schools
916 E. Main
Frankfort, KY 40601
Enrollment: 6,122
Rural
Page 34

Henderson County Schools
1805 Second Street
Henderson, KY 42420
Enrollment: 7,890
Rural
Page 15

Metcalfe County Schools
PO Box 119
Edmonton, KY 42129
Enrollment: 500
Rural
Page 15

Monroe County Schools
North Main
Tompkinsville, KY 42167
Enrollment: 2,100
Rural
Pages 41, 55

Monticello ISD
PO Box 729
Monticello, KY 42633
Enrollment: 836
Rural
Page 33

Newport ISD
301 E. 8th Street
Newport, KY 41071
Enrollment: 3,000
Urban
Pages 15, 58

Nicholas County Schools
395 W. Main Street
Carlisle, KY 40311
Enrollment: 1,300
Rural
Page 33

KENTUCKY cont.

Oldham County Schools
PO Box 207
LaGrange, KY 40031
Enrollment: 7,283
Suburban
Page 68

Paducah ISD
PO Box 2550
Paducah, KY 42002
Enrollment: 3,600
Urban
Page 15

Rowan County Schools
121 E. Second Street
Morehead, KY 40351
Enrollment: 2,700
Rural
Page 15

Somerset ISD
College Street
Somerset, KY 42501
Enrollment: 1,700
Rural
Pages 19, 20

LOUISIANA

Allen Parish School Board
PO Drawer C
Oberlin, LA 70655
Enrollment: 4,700
Rural
Page 60

Calcasieu Parish School Board
1724 Kiekman Street
Lake Charles, LA 70601
Enrollment: 33,500
No category
Pages 19, 49

Evangeline Parish
1101 Te Mamon Road
Ville Platte, LA 70586
Enrollment: 7,000
Rural
Pages 30, 52

LOUISIANA cont.

Iberia Parish School Board
PO Box 200
1500 Jane Street
New Iberia, LA 70562
Enrollment: 16,100
Rural
Pages 32, 49

Jefferson Davis Parish School Board
203 E. Plaquemine Street
PO Box 640
Jennings, LA 70546
Enrollment: 6,919
Rural
Pages 49, 60

Jefferson Parish School Board
501 Manhattan Boulevard
Harvey, LA 70058
Enrollment: 56,000
Suburban
Page 30

Lafourche Parish School Board
805 E. 7th Street
Thibodaux, LA 70301
Enrollment: 17,000
Rural
Pages 28, 56

Lincoln Parish School System
410 S. Farmerville Street
Ruston, LA 71270
Enrollment: 7,500
Suburban
Page 68

Natchitoches Parish School Board
310 Royal Street
Natchitoches, LA 71458
Enrollment: 7,800
Rural
Page 68

Orleans Parish Public Schools
4100 Touro Street
New Orleans, LA 70122
Enrollment: 84,000
Urban
Pages 22, 28, 29

LOUISIANA cont.

Plaquemines Parish
PO Box 70
Port Sulphur, LA 70083
Enrollment: 5,300
Rural
Pages 30, 49

Rapides Parish School Board
PO Box 1230
Alexandria, LA 71309
Enrollment: 25,000
Suburban
Pages 15, 41

St. Bernard Parish School Board
67 E. Chalmette Circle
Chalmette, LA 70043
Enrollment: 9,300
Suburban
Page 68

St. James Parish School Board
1876 W. Main Street
PO Box 338
Lutcher, LA 70071
Enrollment: 4,193
Rural
Pages 31, 50

St. John the Baptist Parish School Board
118 W. 10th Street
Reserve, LA 70084
Enrollment: 7,000
Rural
Pages 33, 37

St. Martin Parish School Board
305 Washington Street
St. Martinville, LA 70582
Enrollment: 8,700
Rural
Page 58

St. Tammany Parish School System
212 W. 17th Street
PO Box 940
Covington, LA 70434
Enrollment: 30,000
Suburban
Page 68

LOUISIANA cont.

West Feliciana Parish School Board
4727 Fidelity Street
PO Box 1910
St. Francisville, LA 70775
Enrollment: 2,137
Rural
Pages 34, 41

MAINE

Cornish School Administrative District 55
RR 1, Box 63
Cornish, ME 04020
Enrollment: 1,350
Rural
Page 68

Hodgdon School Administrative District 70
RR 4, Box 1870
Hodgdon, ME 04730
Enrollment: 850
Rural
Page 68

Portland Public Schools
331 Veranda Street
Portland, ME 04103
Enrollment: 7,700
Urban
Pages 49, 62

MARYLAND

Caroline County Public Schools
112 Market Street
Denton, MD 21629
Enrollment: 5,000
Rural
Page 15

Dorchester County Public Schools
700 Glasgow Street, PO Box 619
Cambridge, MD 21613
Enrollment: 5,000
Rural
Pages 15, 46

Howard County Public Schools
10910 Rt. 108
Ellicott City, MD 21042
Enrollment: 34,000+
Suburban
Pages 39, 43

MARYLAND cont.

Kent County Public Schools
215 Washington Avenue
Chestertown, MD 21620
Enrollment: 2,700
Rural
Pages 46, 58

Washington County Public Schools
820 Commonwealth Avenue
Hagerstown, MD 21740
Enrollment: 18,809
Suburban
Page 26

Wicomico County Public Schools
101 Long Avenue
PO Box 1538
Salisbury, MD 21802
Enrollment: 12,926
Rural
Pages 6, 33

MASSACHUSETTS

Attleboro Public Schools
Rathbun Willard Dr.
Attleboro, MA 02703
Enrollment: 6,100
Urban
Page 62

Boston Public Schools
26 Court Street
Boston, MA 02108
Enrollment: 59,000
Urban
Pages 16, 22

Falmouth Public Schools
340 Teaticket Highway
East Falmouth, MA 02536
Enrollment: 4,500
Suburban
Pages 26, 50

Stoneham Public Schools
149 Franklin Street
Stoneham, MA 02180
Enrollment: 2,700
Suburban
Page 68

MASSACHUSETTS cont.

Whittier Regional Vo-Tech
115 Amesbury Line Rd.
Haverhill, MA 01830
Enrollment: 1,037
Suburban
Pages 19, 58

MICHIGAN

Comstock Public Schools
301 N. 26th Street
PO Box 369
Comstock, MI 49041
Enrollment: 2,676
Suburban
Page 68

Crawford Ausable SD
403 Michigan Avenue
Grayling, MI 49738
Enrollment: 2,161
Rural
Pages 10, 62

Delton Kellogg Public Schools
327 N. Grove Street
Delton, MI 49046
Enrollment: 2,175
Rural
Page 20

Detroit Public Schools
5057 Woodward
Detroit, MI 48202
Enrollment: 169,339
Urban
Page 62

Gladstone Area Schools
400 S. 10th Street
Gladstone, MI 49837
Enrollment: 2,010
Rural
Page 62

The Grosse Pointe Public School System
389 St. Clair
Grosse Pointe, MI 48230
Enrollment: 7,744
Suburban
Page 68

MICHIGAN cont.

Holland Public Schools
372 S. River Avenue
Holland, MI 49423
Enrollment: 6,000
Urban
Page 22

Kelloggsville Public Schools
252 52nd Street
Grand Rapids, MI 49548
Enrollment: 2,000
Urban
Pages 29, 56

L'Anse Creuse Public Schools
36727 Jefferson Avenue
Mount Clemens, Michigan 48045
Enrollment: 8,700
Suburban
Pages 16, 49

Livonia Public Schools
15125 Farmington Road
Livonia, MI 48154
Enrollment: 17,000
Suburban
Pages 43, 56

Midland Public Schools
600 E. Carpenter
Midland, MI 48640
Enrollment: 8,900
Urban
Pages 28, 58

Millington Community Schools
8655 Gleason Street
Millington, MI 48746
Enrollment: 1,750
Rural
Pages 19, 58

Monroe Public Schools
1275 N. Macomb Street
Monroe, MI 48161
Enrollment: 7,300
Suburban
Pages 26, 50

Northville Public Schools
501 W. Main Street
Northville, MI 48167
Enrollment: 4,250
Suburban
Pages 19, 39

MICHIGAN cont.

Otsego Public Schools
313 W. Allegan Street
Otsego, MI 49078
Enrollment: 2,450
Rural
Page 68

Ottawa Area Intermediate SD
13565 Port Sheldon Rd.
Holland, MI 49424
Enrollment: 39,000
Suburban
Page 68

Reeths-Puffer Schools
991 W. Giles Rd.
Muskegon, MI 49445
Enrollment: 4,400
Suburban
Page 49

Riverview Schools
13425 Colvin
Riverview, MI 48192
Enrollment: 2,120
Suburban
Pages 43, 45

Romeo Community School District
316 N. Main Street
Romeo, MI 48065
Enrollment: 4,400+
Suburban
Page 68

SD of the City of Royal Oak
1123 Lexington Blvd.
Royal Oak, MI 48073
Enrollment: 7,800
Suburban
Page 68

SD of the City of Saginaw
550 Millard Street
Saginaw, MI 48607
Enrollment: 15,000+
Urban
Pages 39, 58

Standish-Sterling CSD
3789 W. Wyatt Rd.
Standish, MI 48158
Enrollment: 2,150
Rural
Page 56

MICHIGAN cont.

Sturgis Public Schools
216 Vinewood
Sturgis, MI 49091
Enrollment: 3,007
Rural
Page 22

Taylor SD
23033 Northline
Taylor, MI 48180
Enrollment: 12,816
Suburban
Pages 43, 62

Van Buren ISD
701 S. Paw Paw Street
Lawrence, MI 49064
Enrollment: 3,000
Rural
Page 33

Warren Consolidated Schools
31300 Anita
Warren, MI 48093
Enrollment: 14,500
Suburban
Pages 25, 39, 68

Warren Woods Public Schools
27100 Schoenherr
Warren, MI 48093
Enrollment: 2500+
Suburban
Pages 26, 33

Woodhaven SD
24975 Van Horn Rd.
Flat Rock, MI 48134
Enrollment: 4,800
Suburban
Pages 28, 63

MINNESOTA

Bloomington ISD 271
1300 W. 106th Street
Bloomington, MN 55431
Enrollment: 1,646
Suburban
Page 36

Buffalo ISD 877
215 N.E. 1st Avenue
Buffalo, MN 55313
Enrollment: 4,600
Rural
Page 44

MINNESOTA cont.

Cambridge-Isanti ISD 911
315 7th Lane N.E.
Cambridge, MN 55008
Enrollment: 4,600
Rural
Page 68

Foley Public Schools, ISD 51
520 Dewey Street
Foley, MN 56329
Enrollment: 1,800
Rural
Pages 20, 63

Lynd SD
PO Box 68
Lynd, MN 56157
Enrollment: 150
Rural
Pages 39, 49

Moorhead Public Schools
810 48th Avenue S.
Moorhead, MN 56560
Enrollment: 6,500
Rural
Page 68

North St. Paul SD
2055 E. Larpenteur
Maplewood, MN 55109
Enrollment: 10,300
Suburban
Page 26

Pequot Lakes ISD 186
PO Box 368
Pequot Lakes, MN 56472
Enrollment: 1,050
Rural
Page 16

Princeton Public Schools
110 S. 6th Avenue
Princeton, MN 55371
Enrollment: 2,850
Rural
Pages 26, 43

St. Paul ISD 625
360 Colborne Street
St. Paul, MN 55102
Enrollment: 39,000+
Urban
Pages 10, 46, 63

MINNESOTA cont.

St. Louis Park Schools
6425 W. 33rd Street
St. Louis Park, MN 55426
Enrollment: 4,600
Suburban
Page 63

Wayzata ISD 284
210 N. County Road 101
PO Box 660
Wayzata, MN 55391
Enrollment: 7,600
Suburban
Pages 43, 46

West St. Paul ISD 197
1897 Delaware Avenue
West St. Paul, MN 55118
Enrollment: 4,300
Suburban
Page 46

MISSISSIPPI

Alcorn County SD
Alcorn Co. Court House
PO Box 1438
Corinth, MS 38834
Enrollment: 4,000
Rural
Pages 16, 58

Hattiesburg Public SD
301 Mamie Street
Hattiesburg, MS 39401
Enrollment: 5,600
Urban
Page 22

Jackson Public SD
662 S. President Street
Jackson, MS 39201
Enrollment: 33,482
Urban
Pages 16, 31

Pass Christian Public SD
701 W. North Street
Pass Christian, MS 39571
Enrollment: 1,535
Suburban
Page 34

MISSOURI

Blue Springs R-IV SD
1801 W. Vesper
Blue Springs, MO 64015
Enrollment: 11,500
Suburban
Pages 56, 58

Cape Girardeau Public Schools
217 N. Clark
Cape Girardeau, MO 63701
Enrollment: 4,500
Suburban
Page 32

Hazelwood SD
15955 New Halls Ferry Road
Florissant, MO 63031
Enrollment: 18,000
Suburban
Pages 22, 58

SD of Joplin R-VIII
1717 E. 15th Street
Joplin, MO 64801
Enrollment: 7,548
Urban
Pages 16, 63

Kennett 39 Schools
510 College
Kennett, MO 63857
Enrollment: 2,050
Rural
Page 32

Kirkwood R-7 SD
11289 Manchester Rd.
Kirkwood, MO 63122
Enrollment: 5,200
Suburban
Pages 36, 52

Liberty Public Schools
14 S. Main Street
Liberty, MO 64068
Enrollment: 4,800
Suburban
Pages 45, 53

Maryville R-II School District
109 E. Summit Drive
Maryville, MO 64468
Enrollment: 1,500
Rural
Page 19

MISSOURI cont.

Park Hill SD
7703 N.W. Barry Rd.
Kansas City, MO 64153
Enrollment: 7,883
Suburban
Pages 25, 30

Pattonville School District
115 Harding Avenue
Maryland Heights, MO 63043
Enrollment: 6,700
Suburban
Pages 39, 50

Rockwood SD
111 E. North Street
St. Louis, MO 63126
Enrollment: 18,000
Suburban
Pages 55, 58

Special SD of St. Louis County
12110 Clayton Rd.
Town & Country, MO 63131
Enrollment: 22,000
Suburban
Page 53

Springfield Public Schools
940 N. Jefferson
Springfield, MO 65802
Enrollment: 25,000
Suburban
Pages 22, 43

SD of University City
8346 Delcrest Dr.
University City, MO 63124
Enrollment: 4,362
Suburban
Pages 26, 50

Webster Groves SD
400 E. Lockwood Avenue
Webster Groves, MO 63119
Enrollment: 4,306
Suburban
Page 63

Wentzville R-IV SD
One Campus Dr.
Wentzville, MO 63385
Enrollment: 4,700+
Suburban
Pages 20, 25

MONTANA

Billings SD 2
415 N. 30th Street
Billings, MT 59101
Enrollment: 16,500
Urban
Page 53

Bozeman SD 7
404 W. Main Street
PO Box 520
Bozeman, MT 59715
Enrollment: 4,400
Rural
Page 68

Colstrip SD 19
PO Box 159
Colstrip, MT 59323
Enrollment: 1,350
Rural
Page 68

Sidney Public Schools
121 5th Street SW
Sidney, MT 59270
Enrollment: 1,640
Rural
Page 68

St. Regis Schools
PO Drawer K
St. Regis, MT 59866
Enrollment: 245
Rural
Pages 41, 55

Sweet Grass County
PO Box 886
Big Timber, MT 59011
Enrollment: 187
Rural
Page 68

NEBRASKA

Callaway PS
101 N. Needham
Callaway, NE 68825
Enrollment: 258
Rural
Page 49

NEBRASKA cont.

Centura Public Schools
PO Box 430
Cairo, NE 68824
Enrollment: 590
Rural
Page 68

SD of Crete
920 Linden Avenue
Crete, NE 68333
Enrollment: 1,397
Rural
Pages 36, 56

David City Public Schools
750 D Street
David City, NE 68632
Enrollment: 480
Rural
Page 68

Fairburg Public Schools
1121 E. 8th Street
Fairburg, NE 68352
Enrollment: 1,060
Rural
Page 68

Lexington Public Schools
1610 N. Washington
Lexington, NE 68850
Enrollment: 2,200
Rural
Page 59

Lincoln Public Schools
5901 O Street
Lincoln, NE 68510
Enrollment: 30,000+
Urban
Pages 33, 36

SD of Omaha
3215 Cuming Street
Omaha, NE 68131
Enrollment: 43,750
Urban
Pages 16, 25

Ralston Public Schools
8545 Park Drive
Ralston, NE 68127
Enrollment: 3,200
Suburban
Pages 28, 43

NEBRASKA cont.

Wayne Public SD 17
611 W. 7th
Wayne, NE 68787
Enrollment: 1,000
Rural
Pages 16, 29, 60

Westside Community Schools
909 S. 76 Street
Omaha, NE 68114
Enrollment: 4,687
Suburban
Pages 16, 55

NEVADA

Clark County SD
4212 Eucalyptus Avenue
Las Vegas, NV 89121
Enrollment: 142,000
Urban
Pages 20, 46

Douglas County SD
PO Box 1888
Minden, NV 89423
Enrollment: 6,400
Suburban
Pages 46, 57

Elko County SD
1092 Burns Road
Elko, NV 89801
Enrollment: 8,500
Rural
Page 63

Mineral County SD
PO Box 1540
503 C Street
Hawthorne, NV 89415
Enrollment: 1,200
Rural
Page 63

Nye County SD
PO Box 113
Tonopah, NV 89049
Enrollment: 3,500
Rural
Page 34

NEVADA cont.

Storey County SD
PO Box C
Virginia City, NV 89440
Enrollment: 500
Rural
Page 53

Washoe County SD
425 E. 9th Street
Reno, NV 89550
Enrollment: 44,000
Urban
Page 46

White Pine County SD
PO Box 150400
East Ely, NV 89315
Enrollment: 1,800
Rural
Page 53

NEW HAMPSHIRE

Milan Village Schools
Main Street
Milan, NH 03588
Enrollment: 149
Rural
Pages 33, 49

Salem SD
38 Geremonty Drive
Salem, NH 03079
Enrollment: 3,920
Suburban
Page 22

NEW JERSEY

Bergenfield PS
100 S. Prospect Avenue
Berenfield, NJ 07621
Enrollment: 3,300
Suburban
Page 68

Camden City PS
2101 Perry Avenue, 3rd Floor
Camden, NJ 08104
Enrollment: 19,800
Urban
Pages 47, 53

NEW JERSEY cont.

Carlstadt/East Rutherford Regional Schools
Paterson Avenue & Cornelia Street
East Rutherford, NJ 07073
Enrollment: 400
Suburban
Page 39

Chesilhurst Public Schools
511 Edwards Avenue
Chesilhurst, NJ 08089
Enrollment: 145
Rural
Page 68

Cliffside Park SD
525 Palisade Avenue
Cliffside Park, NJ 07010
Enrollment: 2,100
Suburban
Page 49

Dumont SD
25 Depew Street
Dumont, NJ 07628
Enrollment: 2,350
Suburban
Pages 49, 50

East Rutherford Public Schools
Grove & Uhland Streets
East Rutherford, NJ 07073
Enrollment: 650
Rural
Page 68

Edgewater Park Township Schools
Jacques School-Washington Avenue
Edgewater Park, NJ 08010
Enrollment: 1,100
Suburban
Page 49

Harrison SD
430 William Street
Harrison, NJ 07029
Enrollment: 1,739
Urban
Page 49

Holmdel Township Public Schools
Crawford Corner Road
Holmdel, NJ 07733
Enrollment: 2,400
Suburban
Page 68

NEW JERSEY cont.

Irvington SD
1150 Springfield Avenue
Irvington, NJ 07111
Enrollment: 9,500
Urban
Page 26

Marlboro Township Schools
1980 Township Drive
Marlboro, NJ 07746
Enrollment: 4,050
Suburban
Pages 29, 53

North Wildwood Public Schools
1201 Atlantic Avenue
North Wildwood, NJ 08260
Enrollment: 449
Suburban
Pages 49, 53

Ocean City Public SD
801 Asbury Avenue
Ocean City, NJ 08226
Enrollment: 2,600
Suburban
Pages 23, 26

Pasaic County Technical-Vocational HS
45 Reinhardt Rd.
Wayne, NJ 07470
Enrollment: 999
Urban
Page 27

Paterson Public Schools
33-35 Church Street
Paterson, NJ 07505
Enrollment: 22,535
Urban
Pages 33, 47

Pennsauken Township Public Schools
800 Hylton Rd.
Pennsauken, NJ 08110
Enrollment: 5,190
Suburban
Pages 16, 63

Pine Hill Public Schools
1003 Turnerville Road
Pine Hill, NJ 08021
Enrollment: 900
Suburban
Page 68

NEW JERSEY cont.

South Orange-Maplewood Public Schools
525 Academy Street
Maplewood, NJ 07040
Enrollment: 5,000
No category
Page 27

Stafford Township SD
1000 McKinley Avenue
Manahawkin, NJ 08050
Enrollment: 1,300
Rural
Page 68

Sterling Regional District HS
Warwick Road
Somerdale, NJ 08084
Enrollment: 760
Suburb an
Page 63

Sussex County Vocational Technical School
105 N. Church Road
Sparta, NJ 07871
Enrollment: 650
Rural
Page 63

Teaneck Public Schools
1 Merrison Street
Teaneck, NJ 07666
Enrollment: 4,200
Suburban
Pages 23, 36

Union County Regional HSD 1
Mountain Avenue
Springfield, NJ 07081
Enrollment: 2,162
Suburban
Pages 47, 64

Union County Vocational-Technical Schools
1776 Raritan Road
Scotch Plains, NJ 07076
Enrollment: 600
Suburban
Page 68

West Windsor Plainsboro Regional SD
PO Box 248
Princeton Junction, NJ 08550
Enrollment: 6,131
Suburban
Pages 27, 50

NEW JERSEY cont.

Westwood Regional Schools
701 Ridgewood Rd.
Westwood, NJ 07675
Enrollment: 2,095
Suburban
Pages 27, 50

NEW MEXICO

Cimarron Municipal Schools
Cimarron, NM 87714
Enrollment: 600
Rural
Page 27

Deming Public Schools
501 W. Florida
Deming, NM 88030
Enrollment: 4,800
Rural
Page 31

Espanola Public Schools
714 Don Diego
Espanola, NM 87532
Enrollment: 5,341
Rural
Page 57

Gallup-McKinley County SD
700 Boardman Drive
Gallup, NM 87301
Enrollment: 13,100
Rural
Page 64

Los Alamos Public Schools
273 7th Street
Los Alamos, NM 87544
Enrollment: 3,595
Urban
Pages 50, 53

Mountainair Public Schools
512 N. Ross
PO Box 456
Mountainair, NM 87036
Enrollment: 415
Rural
Page 23

Portales Municipal Schools
501 S. Abilene
Portales, NM 88130
Enrollment: 3,100
Rural
Page 16

NEW YORK

Amityville UFSD
Park North Building
Amityville, NY 11701
Enrollment: 2,950
Suburban
Pages 27, 36

Barker Central SD
1628 Quaker Road
Barker, NY 14012
Enrollment: 1,116
Rural
Page 68

Bethpage UFSD
Cherry & Stewart Avenues
Bethpage, NY 11714
Enrollment: 730
Suburban
Pages 16, 60

Bridgehampton UFSD
PO Box 3021
Bridgehampton, NY 11932
Enrollment: 160
Rural
Page 64

Camden Central Schools
51 Third Street
Camden, NY 13316
Enrollment: 3,050
Rural
Page 20

Canandaigua City Schools
143 N. Pearl Street
Canandaigua, NY 14424
Enrollment: 4,200
Rural
Page 68

Central Islip UFSD
PO Box 9027
Central Islip, NY 11722
Enrollment: 4,700
Suburban
Page 68

Croton-Harmon SD
Gerstein Street
Croton-on-Hudson, NY 10520
Enrollment: 1,100
Suburban
Page 68

NEW YORK cont.

Dansville Central
285 North Main Street
Dansville, NY 14437
Enrollment: 2,080
Rural
Page 68

Dover UFSD
PO Box 6311
Dover Plains, NY 12522
Enrollment: 1,500
Rural
Page 25

Erie 2-Chautauqua-Cattaraugus BOCES
9520 Fredonia-Stockton Road
Fredonia, NY 14063
Enrollment: 44,000
No category
Page 68

Goshen Central SD
Main Street
Goshen, NY 10924
Enrollment: 2,400
Rural
Page 25

Kenmore-Town of Tonawanda UFSD
1500 Colvin Boulevard
Kenmore, NY 14223
Enrollment: 8,808
Suburban
Pages 10, 39, 64

Liberty Central SD
115 Buckley Street
Liberty, NY 12754
Enrollment: 1,950
Rural
Pages 42, 53

Longwood Central SD
33 Yaphank-Middle Island Road
Middle Island, NY 11953
Enrollment: 8,900
Rural
Page 17

Lynbrook Public Schools
111 Atlantic Avenue
Lynbrook, NY 11563
Enrollment: 2,400
Suburban
Pages 25, 64

NEW YORK cont.

Mahopac Central SD
112 Lakeview Drive
Mahopac, NY 15041
Enrollment: 4,180
Suburban
Page 64

Mineola UFSD
200 Emory Road
Mineola, NY 11501
Enrollment: 2,650
Suburban
Pages 27, 36

Mt. Vernon SD
165 N. Columbus Avenue
Mt. Vernon, NY 10553
Enrollment: 9,600
Suburban
Page 27

City SD of New Rochelle
515 North Avenue
New Rochelle, NY 10801
Enrollment: 8,500
Suburban
Pages 27, 50

New York City Public Schools
110 Livingston Street, Room 510
Brooklyn, NY 11201
Enrollment: 1 million
Urban
Pages 9, 27, 51

Niagara Falls City SD
607 Walnut Avenue
Niagara Falls, NY 14301
Enrollment: 9,239
Urban
Page 33

Oneida County BOCES
PO Box 70, Middle Settlement Road
New Hartford, NY 13413
Enrollment: 950
No category
Page 42

Oswego City SD
233 W. Utica Street
Oswego, NY 13126
Enrollment: 5,600
Suburban
Page 68

NEW YORK cont.

Oyster Bay-East Norwich CSD
1 McCouns Lane
Oyster Bay, NY 11771
Enrollment: 1,340
Suburban
Page 69

Poughkeepsie City SD
11 College Avenue
Poughkeepsie, NY 12603
Enrollment: 3,800
Urban
Page 51

Rush Henrietta Central Schools
2034 Lehigh Station Road
Henrietta, NY 14467
Enrollment: 5,800
Suburban
Page 19

South Colonie Central Schools
102 Loralee Drive
Albany, NY 12205
Enrollment: 5,400
Suburban
Pages 17, 64

Southern Westchester BOCES
17 Berkley Drive
Rye Brook, NY 10573
Enrollment: 999
No category
Page 51

Steuben-Allegany BOCES
6666 Babcock Hollow Road
Bath, NY 14810
Enrollment: 19,000
Rural
Pages 17, 64

Suffolk County BOCES
201 Sunrise Highway
Patchogue, NY 11772
Enrollment: 999
Suburban
Page 27

Sugar Loaf UFSD
Gibson Hill Road, PO Box 530
Chester, NY 10918
Enrollment: 114
Rural
Pages 51, 60

NEW YORK cont.

Tarrytowns Public Schools
200 N. Broadway
North Tarrytown, NY 10591
Enrollment: 1,890
Suburban
Pages 36, 64

Three Village Central SD
200 Nicolls Road
PO Box 9050
East Setauket, NY 11733
Enrollment: 6,769
Suburban
Pages 34, 59

Uniondale Public Schools
933 Goodrich Street
Uniondale, NY 11553
Enrollment: 4,700+
Suburban
Page 36

Utica City SD
13 Elizabeth Street
Utica, NY 13501
Enrollment: 8,100
Urban
Page 47

Valley Stream UFSD
150 Washington Avenue
Valley Stream, NY 11580
Enrollment: 1,250
Suburban
Page 69

Wallkill Central SD
13 Main Street
Wallkill, NY 12589
Enrollment: 3,300
no category
Page 69

West Seneca Central Schools
1397 Orchard Park Road
West Seneca, NY 14224
Enrollment: 8,000
Suburban
Pages 27, 55, 64

Wyandanch UFSD
Straight Path
Wyandanch, NY 11798
Enrollment: 2,101
Suburban
Page 23

NORTH CAROLINA

Asheboro City Schools
PO Box 1104
Asheboro, NC 27204
Enrollment: 3,700
Rural
Pages 27, 41

Brunswick County SD
8360 River Road S.E.
Southport, NC 28461
Enrollment: 9,000
Rural
Page 69

Cabarrus County Schools
660 Highway 29 N.
Concord, NC 28027
Enrollment: 14,482
Suburban
Pages 34, 41

Carteret County SD
PO Box 600
Beaufort, NC 28516
Enrollment: 8,058
Rural
Page 51

Chapel Hill-Carrboro City Schools
Lincoln Center, Merritt Mill Road
Chapel Hill, NC 27516
Enrollment: 7,200
Suburban
Pages 27, 39

Cumberland County Schools
PO Box 2357
Fayetteville, NC 28302
Enrollment: 47,000
Urban
Pages 23, 64

Currituck County Board of Education
PO Box 40
Currituck, NC 27929
Enrollment: 2,724
Rural
Pages 17, 25

Durham Public Schools
PO Box 30002
Durham, NC 27702
Enrollment: 26,700
Urban
Pages 17, 58

NORTH CAROLINA cont.

Elizabeth City-Pasquotank Public Schools
1200 Halstead Boulevard
Elizabeth City, NC 27909
Enrollment: 5,800
Suburban
Pages 43, 64

Elkin City Schools
PO Box 310
Elkin, NC 28621
Enrollment: 1,039
Rural
Pages 59, 65

Guilford County Schools
PO Box 880
Greensboro, NC 27402
Enrollment: 54,000
No category
Page 59

Henderson County Public Schools
4144 Avenue W.
Hendersonville, NC 28793
Enrollment: 10,250
Rural
Pages 55, 59

Kannapolis City Schools
PO Box 1268
Kannapolis, NC 28082
Enrollment: 4,100
Suburban
Page 25

Lenoir County PS
PO Box 729
Kinston, NC 28502
Enrollment: 10,000
Rural
Pages 17, 45

Moore County SD
PO Box 1180
Carthage, NC 28327
Enrollment: 9,400
Rural
Pages 15, 36

Mooresville Graded SD
PO Box 119
Mooresville, NC 28115
Enrollment: 3,100
Suburban
Page 69

NORTH CAROLINA cont.

Mount Airy City SD
119 Church Street
Mount Airy, NC 27030
Enrollment: 1,950
Suburban
Pages 16, 36

New Hanover County Schools
1802 S. 15th Street
Wilmington, NC 28401
Enrollment: 2,005
Urban
Pages 23, 47

Richmond County SD
PO Box 1259
Hamlet, NC 28345
Enrollment: 8,200
Rural
Page 69

Scotland County Schools
E. Church Street
Laurinburg, NC 28352
Enrollment: 7,200
Rural
Page 55

Wake County Public Schools
3600 Old Wake Forest Road
Raleigh, NC 27609
Enrollment: 73,089
Urban
Pages 38, 65

Washington County Schools
PO Box 747
Plymouth, NC 27962
Enrollment: 2,900
Rural
Pages 30, 44

Winston-Salem/Forsyth County Schools
PO Box 2513
1605 Miller Street
Winston-Salem, NC 27102
Enrollment: 38,574
Suburban
Page 47

NORTH DAKOTA

Bismarck Public Schools
400 Avenue E East
Bismarck, ND 58501
Enrollment: 10,950
Urban
Pages 23, 39

Dickinson Public Schools
444 4th Street W.
Dickinson, ND 58602
Enrollment: 3,200
Rural
Page 41

Grand Forks SD 1
318 Demers Avenue
Grand Fork, ND 58201
Enrollment: 9,925
Rural
Pages 23, 32

White Shield SD 85
HCI Box 45
Roseglen, ND 58775
Enrollment: 180
Rural
Page 44

OHIO

Akron Public Schools
70 N. Broadway
Akron, OH 44303
Enrollment: 33,000
Urban
Pages 26, 47

Beachwood City SD
24601 Fairmount Boulevard
Beachwood, OH 44122
Enrollment: 1,452
Suburban
Page 69

Beavercreek Local SD
2940 Dayton-Xenia Road
Beavercreek, OH 45434
Enrollment: 6,700
Suburban
Page 69

Brooklyn City Schools
9200 Biddulph Road
Brooklyn, OH 44144
Enrollment: 1,200
Suburban
Page 69

OHIO cont.

Brunswick City SD
3643 Center Road
Brunswick, OH 44212
Enrollment: 7,000
Suburban
Pages 45, 51

Bucyrus City Schools
630 Jump Street
Bucyrus, OH 44800
Enrollment: 2,100
Rural
Page 69

Cleveland Public Schools
1380 E. 6th Street
Cleveland, OH 44114
Enrollment: 72,000
Urban
Pages 4, 21, 31

Columbus Public Schools
270 E. State Street
Columbus, OH 43215
Enrollment: 65,000
Urban
Pages 31, 47

Cuyahoga Valley Joint Vocational SD
8001 Brecksville Road
Brecksville, OH 44141
Enrollment: 634
Suburban
Pages 44, 65

Dayton Public Schools
348 W. 1st Street
Dayton, OH 45406
Enrollment: 29,000
Urban
Pages 9, 51

East Cleveland City Schools
15305 Terrace Road
East Cleveland, Ohio 44112
Enrollment: 7,000
Suburban
Page 36

East Liverpool City SD
202 Maplewood Avenue
East Liverpool, OH 43920
Enrollment: 3,600
Suburban
Page 69

OHIO cont.

Findlay City SD
227 S. West Street
Findlay, OH 45840
Enrollment: 6,223
No category
Pages 29, 58

Great Oaks Institute of Technology & Career Development
3254 E. Kemper Road
Cincinnati, OH 45241
Enrollment: 2,800
No category
Page 69

Groveport Madison Schools
5055 S. Hamilton Road
Groveport, OH 43125
Enrollment: 6,000
Suburban
Page 69

Huber Heights City SD
5954 Longford Road
Huber Heights, OH 45424
Enrollment: 7,845
Suburban
Pages 30, 41

Indian Creek Local SD
707 Wilson Avenue
Mingo Junction, OH 43938
Enrollment: 2,860
Suburban
Pages 55, 60

Mid-East Ohio Vocational SD
1965 Chandlersville Road
Zanesville, OH 43701
Enrollment: 1,000
Rural
Pages 54, 59

Oakwood Board of Education
20 Rubicon Road
Dayton, OH 45419
Enrollment: 1,400
Suburban
Page 69

Parma City SD
6726 Ridge Road
Parma, OH 44129
Enrollment: 13,000
Suburban
Page 23

OHIO cont.

Shaker Heights City SD
15600 Parkland Drive
Shaker Heights, OH 44120
Enrollment: 4,933
Suburban
Pages 36, 57

Springfield City SD
49 E. College Avenue
Springfield, OH 45504
Enrollment: 11,500
Urban
Pages 19, 44

St. Bernard-Elmwood Place Schools
105 Washington Avenue
St. Bernard, OH 45217
Enrollment: 1,300+
Urban
Pages 51, 64

Sycamore Community SD
4881 Cooper Road
Cincinnati, OH 45242
Enrollment: 5,870
Suburban
Pages 39, 53

Toledo Public Schools
Manhattan & Elm Streets
Toledo, OH 43608
Enrollment: 40,000
Urban
Pages 38, 47

Waverly City Schools
500 E. Second Street
Waverly, OH 45690
Enrollment: 2,125
Rural
Page 69

OKLAHOMA

Alva Public Schools
501 14th Street
Alva, OK 73717
Enrollment: 1,162
Rural
Page 69

Bartlesville ISD I-30
PO Box 1357
Bartlesville, OK 74005
Enrollment: 6,350
Rural
Pages 57, 65

OKLAHOMA cont.

Blackwell Public Schools
934 S. First Street
Blackwell, OK 74631
Enrollment: 1,750
Rural
Pages 51, 65

Broken Arrow Public Schools
601 S. Main
Broken Arrow, OK 74012
Enrollment: 14,581
Suburban
Pages 53, 65

Canadian Valley Vocational-Technical SD 6
6505 E. Highway 66
El Reno, OK 73036
Enrollment: 1,400
No category
Page 69

Central Oklahoma Area Vocational-Technical School
3 Central Tech Circle
Drumright, OK 74030
Enrollment: 1,279
No category
Page 53

Eagletown Public Schools
1 School Street
Eagletown, OK 74734
Enrollment: 250
Rural
Pages 41, 51

Indian Capital Area Vocational-Technical School
2403 N. 41st Street E.
Muskogee, OK 74403
Enrollment: 1,200
Rural
Page 60

Lawton Public Schools
PO Box 1009
Lawton, OK 73501
Enrollment: 18,750
Urban
Page 36

Little Axe Public Schools
Route 2, Box 266
Norman, OK 73071
Enrollment: 1,352
Rural
Pages 59, 65

OKLAHOMA cont.

Marietta Public Schools
PO Box 289
Marietta, OK 73448
Enrollment: 800+
Rural
Pages 30, 59

Midwest City-Del City Schools
7217 S.E. 15th
Midwest City, OK 73150
Enrollment: 15,500
Suburban
Page 69

Metro Area Vocational-Technical SD 22
1900 Springlake Drive
Oklahoma City, OK 73111
Enrollment: 130
No category
Pages 17, 19

Millwood Public Schools
6724 N. Martin Luther King
Oklahoma City, OK 73111
Enrollment: 1,048
Suburban
Pages 29, 47

Moore-Norman Area Vocational-Technical SD
4701 12th Avenue, NW
Norman, OK 73069
Enrollment: 1,245
Suburban
Page 69

Oklahoma City Public Schools
900 N. Klein
Oklahoma City, OK 73106
Enrollment: 36,000
Urban
Pages 38, 56

Sallisaw Public Schools
604 E. Cherokee
Sallisaw, Ok 74955
Enrollment: 1,958
Rural
Pages 20, 41

Shattuck Public Schools
PO Box 159
Shattuck, OK 73858
Enrollment: 370
Rural
Page 69

OKLAHOMA cont.

Shawnee Public Schools
326 N. Union
Shawnee, OK 74801
Enrollment: 4,043
Suburban
Pages 14, 47

Tishomingo Schools
Route 1
Tishomingo, OK 73460
Enrollment: 1,000
Rural
Page 69

Tulsa Public Schools
3027 S. New Haven
Tulsa, OK 74114
Enrollment: 42,000
Urban
Pages 32, 39

Union Public Schools
5656 S. 129th East Avenue
Tulsa, OK 74134
Enrollment: 10,600
Suburban
Pages 55, 65

Western Heights Schools
8401 S.W. 44 Street
Oklahoma City, OK 73179
Enrollment: 2,804
Suburban
Pages 20, 29

OREGON

Coos Bay SD 9
PO Box 509
Coos Bay, OR 97420
Enrollment: 4,300
Rural
Page 69

Greater Albany Public SD 8J
718 S.W. 7th Street
Albany, OR 97321
Enrollment: 7,600
Rural
Page 69

Lincoln County SD
459 South Coast Highway
Newport, OR 97365
Enrollment: 6,700
Rural
Pages 17, 37

OREGON cont.

Portland Public Schools
501 N. Dixon
Portland, OR 97227
Enrollment: 57,000
Urban
Pages 23, 51

Roseburg Public Schools 4
1496 Valley View Drive
Roseburg, OR 97470
Enrollment: 7,000
Rural
Page 69

Salem-Keizer SD 24J
1309 Ferry Street
PO Box 12024
Salem, OR 97309
Enrollment: 30,697
Urban
Pages 17, 53

Sandy Union HSD 2
17100 Bluff Road
Sandy, OR 97055
Enrollment: 1,280
Suburban
Pages 20, 35

South Umpqua SD 19
558 S.W. Chadwick Lane
Myrtle Creek, OR 97457
Enrollment: 2,200
Rural
Page 37

PENNSYLVANIA

Brentwood Borough SD
3601 Brownsville Road
Pittsburgh, PA 15227
Enrollment: 1,225
Urban
Pages 23, 29

Bristol Township SD
800 Coates Avenue
Bristol, PA 19007
Enrollment: 8,050
Suburban
Page 49

PENNSYLVANIA cont.

Central Dauphin SD
600 Rutherford Road
Harrisburg, PA 17109
Enrollment: 10,000
Suburban
Pages 17, 53

Downingtown Area SD
122 Wallace Avenue
Downingtown, PA 19335
Enrollment: 8,874
Suburban
Page 69

DuBoise Area SD
Quincy Avenue and Warren Street
Dunmore, PA 18509
Enrollment: 1,611
Rural
Page 46

East Stroudsburg Area SD
321 N. Courtland Street
PO Box 298
East Stroudsburg, PA 18301
Enrollment: 4,971
Suburban
Page 69

Fayette County Area Vocational-Technical School
R.D. 2, Box 122-A
Uniontown, PA 15401
Enrollment: 800
Rural
Pages 20, 55

Garnet Valley SD
550 Smithbridge Road
Glen Mills, PA 19342
Enrollment: 1,994
Suburban
Page 69

Governor Mifflin SD
10 S.Waverly Street
Shillington, PA 19607
Enrollment: 3,900
Suburban
Pages 17, 59

Hopewell Area SD
2121 Brodhead Road
Aliquippa, PA 15001
Enrollment: N/A
Urban
Page 29

PENNSYLVANIA cont.

Kane Area SD
400 W. Hemlock Avenue
Kane, PA 16735
Enrollment: 1,592
Rural
Pages 23, 65

SD of Lancaster
1020 Lehigh Avenue
Lancaster, PA 17608
Enrollment: 10,000
Urban
Page 32

Lehighton Area SD
200 Beaver Run Road
Lehighton, PA 18235
Enrollment: 2,888
Rural
Pages 37, 65

Marion Center Area SD
PO Box 156
Marion Center, PA 15759
Enrollment: 2,200
Rural
Pages 56, 65

Marple Newtown SD
120 Media Line Road
Newtown Square, PA 19073
Enrollment: 3,400
Suburban
Page 69

Muhlenberg SD
801 Bellevue Avenue
Laureldale, PA 19605
Enrollment: 2,200
Suburban
Pages 25, 57

North East SD
50 E. Division Street
North East, PA 16428
Enrollment: 2,300
Suburban
Page 69

Pequea Valley SD
166 S. New Holland Road
Kinzers, PA 17535
Enrollment: 2,000
Rural
Page 25

PENNSYLVANIA cont.

SD of Philadelphia
21st Street South of the Parkway
Philadelphia, PA 19103
Enrollment: 205,000
Urban
Pages 9, 27, 65

Pittsburgh Public Schools
341 S. Bellefield Avenue
Pittsburgh, PA 15213
Enrollment: 40,500
Urban
Pages 47, 65

Plum Borough SD
200 School Road
Pittsburgh, PA 15239
Enrollment: 4,200
Suburban
Page 69

Ringgold SD
1200 Chess Street
Monongahela, PA 15063
Enrollment: 3,800
Suburban
Page 40

Somerset Area SD
821 S. Columbia Avenue
Somerset, PA 15501
Enrollment: 3,150
Rural
Page 55

Southeastern Greene SD
Rural Delivery 1
Greensboro, PA 15335
Enrollment: 925
Rural
Pages 55, 66

Southern Fulton SD
Rural Delivery 2, PO Box 45
Warfordsburg, PA 17267
Enrollment: 900
Rural
Pages 21, 57

Susquehanna Township SD
3550 Elmerton Avenue
Harrisburg, PA 17109
Enrollment: 2,570
Suburban
Page 51

PENNSYLVANIA cont.

Towanda Area SD
101 N. Fourth Street
Towanda, PA 18848
Enrollment: 1,925
Rural
Page 17

Unionville-Chadds Ford SD
740 Unionville Road
Unionville, PA 19348
Enrollment: 2,920
Suburban
Pages 16, 58

Warren County SD
104 3rd Avenue W.
Warren, PA 16365
Enrollment: 7,065
Rural
Page 17

West Shore SD
507 Fishing Creek Road
PO Box 803
New Cumberland, PA 17070
Enrollment: 7,800
No category
Page 31

Wilkinsburg SD
747 Wallace Avenue
Wilkinsburg, PA 15221
Enrollment: 1,800
Urban
Pages 17, 66

Wissahickon SD
601 Knight Road
Ambler, PA 19002
Enrollment: 3,987
Suburban
Page 69

Wyomissing Area SD
630 Evans Avenue
Wyomissing, PA 19610
Enrollment: 1,675
Suburban
Page 69

RHODE ISLAND

Newport Public Schools
437 Broadway
Newport, RI 02840
Enrollment: 3,556
Urban
Page 66

Providence School Department
797 Westminster Street
Providence, RI 02903
Enrollment: 22,000
Urban
Pages 18, 47

SOUTH CAROLINA

Allendale County SD
PO Box 458
Highway 278
Allendale, SC 29810
Enrollment: 2,400
Rural
Page 31

SD of Greenville County
301 Camperdown Way
PO Box 2848
Greenville, SC 29602
Enrollment: 53,000
Suburban
Pages 38, 40

Hampton SD Two
PO Box 1028
426 Fourth Street
Estill, SC 29918
Enrollment: 1,580
Rural
Pages 41, 55

Kershaw County SD
Address N/A
Enrollment: 9,500
Rural
Pages 37, 55

SD of Oconee County
101 E. North Broad Street
Walhalla, SC 29691
Enrollment: 10,000
Rural
Page 18

SOUTH CAROLINA cont.

Spartanburg County SD 3
PO Box 267
Glendale, SC (zip N/A)
Enrollment: 3,500
Rural
Page 69

SOUTH DAKOTA

Canton SD
112 Elder Avenue E.
Canton, SD 57013
Enrollment: 1,020
Rural
Page 29

Huron Public Schools
535 Illinois S.W.
Huron, SD 57350
Enrollment: 2,700
Rural
Page 64

New Underwood SD 51-3
300 E. Ash
PO Box 128
New Underwood, SD 57761
Enrollment: 240
Rural
Pages 37, 44

Shannon County Schools
PO Box 109
Batesland, SD (Zip N/A)
Enrollment: 930
Rural
Page 69

Sioux Falls SD 49-5
201 E. 38th Street
Sioux Falls, SD 57117
Enrollment: 17,753
Urban
Page 66

TENNESSEE

Johnson City Public Schools
S. Roan/E. Maple Street
Johnson City, TN 37605
Enrollment: 6,000
Suburban
Page 55

TENNESSEE cont.

Kingsport City Schools
1701 E. Center Street
Kingsport, TN 37664
Enrollment: 6,000
Suburban
Page 66

Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204
Enrollment: 70,000
Urban
Pages 40, 66

Putnam County Schools
1400 E. Spring Street
Cookeville, TN 38501
Enrollment: 8,100
Suburban
Pages 18, 58

TEXAS

Benavides ISD
PO Drawer P
Benavides, TX 78341
Enrollment: 700
Rural
Pages 30, 58

Birdville ISD
6125 E. Belknap
Haltom City, TX 76117
Enrollment: 20,061
Suburban
Page 19

Comal ISD
1421 Highway 81 E.
New Braunfels, TX 78130
Enrollment: 7,200
Suburban
Page 69

Corpus Christi ISD
PO Box 110
Corpus Christi, TX 78411
Enrollment: 42,000
Urban
Pages 47, 66

Dallas ISD
3700 Ross
Dallas, TX 75204
Enrollment: 142,000
Urban
Pages 47, 66

TEXAS cont.

Ector County ISD
PO Box 3912
Odessa, TX 79760
Enrollment: 26,619
Urban
Page 69

Galena Park ISD
PO Box 565
Galena Park, TX 77547
Enrollment: 16,500
Suburban
Pages 11, 59

Galveston ISD
3904 Avenue T
Galveston, TX 77550
Enrollment: 10,000
Urban
Pages 48, 49

Hitchcock ISD
8117 Highway 6
Hitchcock, TX 77563
Enrollment: 1,350
Rural
Pages 30, 49

Houston ISD
3830 Richmond Avenue
Houston, TX 77027
Enrollment: 200,000
Urban
Page 59

Linden Kildare ISD
PO Box 840
Linden, TX 75563
Enrollment: 1,250
Rural
Page 69

Kingsville ISD
PO Box 871
Kingsville, TX 78363
Enrollment: 5,000
Rural
Page 49

Marshall ISD
PO Box 879
Marshall, TX 75671
Enrollment: 6,600
Suburban
Pages 48, 63

TEXAS cont.

McAllen ISD
2000 N. 23rd Street
McAllen, TX 78501
Enrollment: 21,085
Suburban
Pages 49, 51

Mercedes ISD
206 6th Street
PO Box 419
Mercedes, TX 78570
Enrollment: 5,000
Rural
Page 29

Pasadena ISD
1515 Cherrybrook
Pasadena, TX 77502
Enrollment: 40,500
Suburban
Pages 31, 51

Plainview ISD
PO Box 1540
Plainview, TX 79073
Enrollment: 6,200
Rural
Pages 21, 48

Rio Grande City CISD
Ft. Ringgold
Rio Grande City, TX 78582
Enrollment: 8,000
Rural
Pages 28, 47

Round Rock ISD
1311 Round Rock Avenue
Round Rock, TX 78681
Enrollment: 23,000
Suburban
Pages 48, 66

Saltillo ISD
100 School Street
Saltillo, TX 75478
Enrollment: 220
Rural
Page 69

San Antonio ISD
141 Lavaca Street
San Antonio, TX 78210
Enrollment: 60,000
Urban
Page 69

TEXAS cont.

Victoria ISD
PO Box 1759
Victoria, TX 77902
Enrollment: 14,400
Urban
Pages 45, 56

Wichita Falls ISD
1104 Broad Street
Wichita Falls, TX 76301
Enrollment: 15,710
Urban
Pages 18, 48

Wilmer-Hutchins ISD
3820 E. Illinois Avenue
Dallas, TX 75216
Enrollment: 4,518
Suburban
Page 56

UTAH

Emery County SD
PO Box 120
Huntington, UT 84528
Enrollment: 3,500
Rural
Page 30

Logan City SD
101 W. Center
Logan, UT 84321
Enrollment: 5,500
No category
Page 69

North Sanpete SD
41 W. Main Street
Mt. Pleasant, UT 84647
Enrollment: 2,350
Rural
Pages 33, 66

VERMONT

Union 32 Junior-Senior HSD
RR 2
Montpelier, VT 05602
Enrollment: 912
Rural
Page 41

VERMONT cont.

Windsor Southeast Supervisory Union
21 River Street
Windsor, VT 05089
Enrollment: 1,500
Rural
Page 16

VIRGINIA

Alexandria City Public Schools
2000 N. Beauregard Street
Alexandria, VA 22311
Enrollment: 9,800
Urban
Pages 6, 33, 55

Bedford County/City Public Schools
310 S. Bridge Street
Bedford, VA 24523
Enrollment: 9,088
No category
Page 49

Brunswick County Public Schools
Main Street
Lawrenceville, VA 23868
Enrollment: 2,577
Rural
Pages 20, 30

Caroline County Public Schools
Route 1, Box 2-5
Bowling Green, VA 22427
Enrollment: 3,600
Rural
Page 33

Charlottesville City Schools
1562 Dairy Road
Charlottesville, VA 22903
Enrollment: 4,499
Urban
Page 37

Chesterfield County Public Schools
2318 McRae Road
Chesterfield, VA 23235
Enrollment: 47,680
Suburban
Pages 18, 27

Culpeper County Public Schools
1051 N. Main Street Extended
Culpeper, VA 22701
Enrollment: 5,000
Rural
Page 52

VIRGINIA cont.

Danville Public Schools
313 Municipal Building
Danville, VA 24541
Enrollment: 8,133
Urban
Page 21

Fairfax County Public Schools
10700 Page Avenue
Fairfax, VA 22030
Enrollment: 138,500
Suburban
Pages 6, 18, 59

Galax City Public Schools
223 Long Street
Galax, VA 24333
Enrollment: 1,158
Rural
Page 60

Hampton City Schools
1819 Nickerson Boulevard
Hampton, VA 23663
Enrollment: 22,553
Urban
Page 31

King William Public Schools
PO Box 185
King William, VA 23086
Enrollment: 1,560
Rural
Page 31

Lee County Schools
5 Park Street
Jonesville, VA 24263
Enrollment: 4,411
Rural
Page 46

Lynchburg City Schools
901 Court Street
PO Box 1599
Lynchburg, VA 24505
Enrollment: 9,300+
Urban
Pages 18, 60

Montgomery County Public Schools
200 Junkin Street
Christianburg, VA 24073
Enrollment: 8,600
Rural
Page 28

VIRGINIA cont.

Newport News Public Schools
12465 Warwick Boulevard
Newport News, VA 23606
Enrollment: 30,000
Urban
Pages 18, 58

Norfolk Public Schools
800 E. City Hall Avenue
Norfolk, VA 23510
Enrollment: 37,000
Urban
Pages 38, 48

Northampton County Public Schools
PO Box 37
Eastville, VA 23347
Enrollment: 2,500
Rural
Page 69

Petersburg Public Schools
141 E. Wythe Street
Petersburg, VA 23803
Enrollment: 5,979
Urban
Page 28

Portsmouth Public Schools
408 Beechdale Road
Portsmouth, VA 23701
Enrollment: 18,320
Urban
Page 69

Quantico Dependents' School System
3308 John Quick Road
Quantico, VA 22134
Enrollment: 1,250
Suburban
Page 66

Richmond Public Schools
100 W. Baker Street
Richmond, VA 23220
Enrollment: 27,500
Urban
Pages 38, 66

Roanoke City Public Schools
40 Douglas Avenue, N.W.
Roanoke, VA 24016
Enrollment: 12,840
Urban
Pages 18, 49

VIRGINIA cont.

Spotsylvania County Schools
6717 Smith Station Road
Spotsylvania, VA 22553
Enrollment: 14,250
Rural
Page 55

Southampton County SD
PO Box 96
Courtland, VA 23827
Enrollment: 2,703
Rural
Page 66

Surry County Public Schools
PO Box 317
Surry, VA 23883
Enrollment: 535
Rural
Page 37

Virginia Beach City Public Schools
2512 George Mason Drive
PO Box 6038
Virginia Beach, VA 23456
Enrollment: 76,000
Urban
Pages 50, 56

WASHINGTON

Bethel SD 403
516 E. 176th Street
Spanaway, WA 98387
Enrollment: 13,000
Suburban
Page 28

Cape Flattery SD 401
PO Box 109
Sekiu, WA 98381
Enrollment: 558
Rural
Page 69

Central Kitsap SD 401
4469 Erland Point Road N.W.
Bremerton, WA 98312
Enrollment: 12,500+
Suburban
Page 32

WASHINGTON cont.

Clover Park SD 410
10903 Gravelcy Lake Drive S.W.
Tacoma, WA 98499
Enrollment: 12,400
Suburban
Page 31

Columbia SD 400
PO Box 548
Burbank, WA 99323
Enrollment: 940
Rural
Page 69

Easton SD 28
PO Box 54
Easton, WA 98925
Enrollment: 59
Rural
Page 69

Eatonville SD 404
PO Box 698
Eatonville, WA 98328
Enrollment: 1,850
Rural
Page 23

East Valley SD 90
2002 Beaudry Road
Yakima, WA 98901
Enrollment: 2,100
Rural
Page 69

Edmonds SD 15
20420 68th Avenue W.
Lynnwood, WA 98036
Enrollment: 20,000
Suburban
Pages 37, 40

Everett SD 2
4730 Colby Avenue
Everett, WA 98203
Enrollment: 16,400
Urban
Pages 37, 67

Evergreen SD 114
13501 N.E. 28th Street
Vancouver, WA 98668
Enrollment: 16,400
Suburban
Page 24

WASHINGTON cont.

Federal Way SD 210
31405 18th Avenue S.
Federal Way, WA 98003
Enrollment: 19,500
Suburban
Pages 31, 48

Freeman SD 358
14626 Jackson Road
Rockford, WA 99030
Enrollment: 850
Rural
Page 67

Grandview SD 116/200
913 W. Second
Grandview, WA 98930
Enrollment: 2,658
Rural
Page 44

Kelso SD 458
601 Crawford Street
Kelso, WA 98626
Enrollment: 4,800
Suburban
Page 44

Mount Baker SD 507
PO Box 95
Deming, WA 98244
Enrollment: 1,900+
Rural
Pages 20, 44

Nine Mile Falls SD
10103 Charles Road
Nine Mile Falls, WA 99026
Enrollment: 1,400
Suburban
Page 24

Mukilteo SD 6
9401 Sharon Drive
Everett, WA 98204
Enrollment: 11,000
Suburban
Pages 37, 44

Mead SD 354
N. 12508 Freya
Mead, WA 99021
Enrollment: 7,200
Suburban
Page 57

WASHINGTON cont.

Oak Harbor SD 201
1250 Midway Boulevard
Oak Harbor, WA 98277
Enrollment: 6,030
Suburban
Page 56

Port Angeles SD
216 E. Fourth
Port Angeles, WA 98362
Enrollment: 5,000
Rural
Page 22

Puyallup SD 3
109 E. Pioneer
Puyallup, WA 98371
Enrollment: 16,000
Suburban
Page 32

Raymond SD 116
1016 Commercial Street
Raymond, WA 98577
Enrollment: 725
Rural
Page 24

Richland SD
615 Snow Avenue
Richland, WA 99352
Enrollment: 8,100
Rural
Page 15

Seattle Public Schools
815 4th Avenue N.
Seattle, WA 98109
Enrollment: 44,000+
Urban
Pages 24, 40

South Bend SD 118
405 E. First
South Bend, WA 98586
Enrollment: 506
Rural
Page 50

South Kitsap SD 402
1962 Hoover Avenue S.E.
Port Orchard, WA 98366
Enrollment: 11,000
Suburban
Pages 22, 50

WASHINGTON cont.

Spokane SD 81
200 N. Bernard Street
Spokane, WA 99201
Enrollment: 31,333
Urban
Pages 10, 48

Tacoma SD 10
PO Box 1357
Tacoma, WA 98401
Enrollment: 31,000+
Urban
Pages 31, 38

Tumwater SD 33
419 Linwood Avenue S.W.
Tumwater, WA 98512
Enrollment: 5,755
Suburban
Page 40

Wenatchee SD 246
235 Sunset Avenue
PO Box 1767
Wenatchee, WA 98807
Enrollment: 6,280
Rural
Pages 24, 40

WISCONSIN

SD of Beloit
1633 Keeler Ave.
Beloit, WI 53511
Enrollment: 7,000
Urban
Pages 39, 66

Black River Falls SD
301 N. 4th Street
Black River Falls, WI 54615
Enrollment: 1,900
Rural
Page 41

Brillion SD
315 S. Main Street
Brillion, WI 54110
Enrollment: 850
Rural
Page 69

WISCONSIN cont.

Cedarburg SD
W68 N611 Evergreen Boulevard
Cedarburg, WI 53012
Enrollment: 2,635
Suburban
Page 69

Chippewa Falls SD
1130 Miles Street
Chippewa Falls, WI 54729
Enrollment: 2,500
Suburban
Page 44

Green Bay Public Schools
PO Box 23387
Green Bay, WI 54305
Enrollment: 18,000
Urban
Pages 34, 44

Janesville SD
527 S. Franklin Street
Janesville, WI 53545
Enrollment: 10,000
Urban
Page 48

Johnson Creek Public Schools
111 South Street
Johnson Creek, WI 53038
Enrollment: 539
Rural
Pages 8, 59

Kimberly Area SD
545 S. John Street
Kimberly, WI 54136
Enrollment: 2,300
Suburban
Page 45

Menominee Indian SD
PO Box 850
Keshena, WI 54135
Enrollment: 350
Rural
Page 69

Milton SD
430 E. High Street
Milton, WI 53563
Enrollment: 2,500
Rural
Page 69

WISCONSIN cont.

Milwaukee Public Schools
5225 W. Vliet Street
Milwaukee, WI 53208
Enrollment: 98,000
Urban
Page 67

Northland Pines SD
501 W. Pine Street
Eagle River, WI 54521
Enrollment: 1,500
Rural
Page 69

Oconto Falls Area SD
200 Farm Road
Oconto Falls, WI 54154
Enrollment: 1,899
Rural
Page 25

Oshkosh Area SD
1500 Southland Avenue
Oshkosh, WI 54903
Enrollment: 9,600
Urban
Page 50

Pewaukee Public Schools
510 Lake St.
Pewaukee, WI 53072
Enrollment: 1,600
Suburban
Page 28

Pulaski Community SD
PO Box 36
Pulaski, WI 54162
Enrollment: 2,900
Suburban
Page 69

Port Washington-Saukville SD
100 W. Monroe
Port Washington, WI 53074
Enrollment: 844
Suburban
Page 18

Racine USD
2220 Northwestern Avenue
Racine, WI 53404
Enrollment: 22,000
Urban
Page 18

WISCONSIN cont.

South Milwaukee SD
1225 Memorial Drive
South Milwaukee, WI 53172
Enrollment: 3,200
Suburban
Page 69

Stevens Point Area Public Schools
1900 Polk
Stevens Point, WI 54481
Enrollment: 8,500
Urban
Page 48

SD of Tomahawk
18 E. Washington Avenue
Tomahawk, WI 54487
Enrollment: 1,600
Rural
Page 69

Sun Prairie Area SD
509 Commercial Avenue
Sun Prairie, WI 53590
Enrollment: 4,200
Suburban
Page 40

SD of Superior
3025 Tower Avenue
Superior, WI 54880
Enrollment: 5,700
Urban
Page 18

Two Rivers Public SD
1500 27th Street
Two Rivers, WI 54241
Enrollment: 2,100
Rural
Page 54

Wittenberg-Birnamwood SD
Highway 29 W.
Wittenberg, WI 54499
Enrollment: 1,500
Rural
Page 54

WYOMING

Albany County SD One
1948 Grand Avenue
Laramie, WY 82070
Enrollment: 4,200
Rural
Page 18

WYOMING cont.

Campbell County SD
1000 W. 8th
Gillette, WY 82717
Enrollment: 8,000
Rural
Page 69

Carbon County SD 2
PO Box 1530
Saratoga, WY 82331
Enrollment: 1,130
Rural
Page 69

Fremont County SD 24
112 W. Third
Shoshoni, WY 82649
Enrollment: 325
Rural
Page 20

Hot Springs County SD 1
415 Springview Street
Thermopolis, WY 82443
Enrollment: 922
Rural
Page 24

Lincoln County SD 2
PO Box 219
Afton, WY 83110
Enrollment: 2,600
Rural
Page 18

Uinta County SD 4
PO Box 130
Mountain View, WY 82939
Enrollment: 300
Rural
Page 69

Weston County SD 1
116 Casper Avenue
Newcastle, WY 82701
Enrollment: 1,200
Rural
Page 69

Weston County SD 7
470 Pine
Upton, WY 82730
Enrollment: 345
Rural
Page 69

WYOMING cont.

Washakie County SD 1
1700 Howell
Worland, WY 82401
Enrollment: 530
Page 57

NSBA's Mission Statement

The mission of the National School Boards Association, working with and through all its Federation Members, is to foster excellence and equity in public education through school board leadership.

NSBA's Vision for Public Education

The National School Boards Association believes local school boards are the nation's preeminent expression of grass roots democracy and that this form of governance of the public schools is fundamental to the continued success of public education. Adequately funded, student-centered public schools will provide, in a safe and supportive environment, a comprehensive education for the whole child and will prepare all of America's children for a lifetime of learning in a diverse, democratic society and an interdependent global economy. America's school boards, by creating a vision of excellence and equity for every child, will provide performance-oriented schools that meet today's problems as well as the challenges of tomorrow.

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A SERVICE OF NSBA's NATIONAL AFFILIATE PROGRAM

VIOLENCE IN THE SCHOOLS

HOW AMERICA'S SCHOOLBOARDS ARE SAFEGUARDING YOUR CHILDREN

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